Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
L.K.1.K	Print all upper- and lowercase letters legibly.
EL3.1.B.2	Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)
EL3.2.A.1	Recognizes and names an increasing number of letters correctly, especially those in own name
EL3.2.B.1	Produces the correct sounds for an increasing number of letters
EL3.2.B.2	Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?")
EL3.3.B.3	Writes an increasing number of letters correctly, especially those in own name

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
AR.Math.Content.K.CC.	Count to 100 by ones, fives, and tens.
AR.Math.Content.K.CC.	Count forward, by ones, from any given number up to 100.
AR.Math.Content.K.CC.	Read, write, and represent numerals from 0 to 20.
AR.Math.Content.K.CC.	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects: say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence); understand that the last number said tells the number of objects counted; understand that each successive number refers to a quantity that is one larger.
AR.Math.Content.K.CC.	Count to answer "how many?": count up to 20 objects in any arrangement; count up to 10 objects in a scattered configuration; given a number from 1-20, count out that many objects.
AR.Math.Content.K.CC.	Compare two numbers between 0 and 20 presented as written numerals.
AR.Math.Content.K.CC.	Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames).
AR.Math.Content.K.OA.	Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2 + 3), or equations (e.g., 2 + 3 =).
AR.Math.Content.K.OA.	Fluently add and subtract within 10 by using various strategies and manipulatives.

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0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MT1.1.A.1	Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range
MT1.1.C.1	Shows increasing ability to count objects using one number for each object (one-to-one correspondence) and with increasing consistency uses the last number counted to represent how many objects are in a group (cardinality)
MT1.1.C.3	Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral "3" in a game)
MT1.1.C.5	Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)
MT1.2.A.1	Shows increased understanding that adding to or taking away objects from a group will increase or decrease the number of objects in the set (e.g., communicates, "I wanted more green blocks so my friend gave me three of his") and can describe parts of a group (e.g., Says, "I have four cubes. Two are red, and two are blue")
MT3.1.B.2	Shows increasing ability to identify that different arrangements of the same number of objects are equal; begins to count to compare
AR.Math.Content.K.MD.	Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute.
MT1.1.B.1	Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)
MT2.1.B.1	Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)

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0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MT2.1.B.2	Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)
AR.Math.Content.K.CC.	Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.
AR.Math.Content.K.MD.	Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature.
MT3.1.A.1	Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity
MT3.1.A.2	Directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)
MT3.1.B.1	Uses comparative language (e.g., "shorter," "heaviest") to directly compare two or more objects (e.g., identifies "small," "smaller," "smallest")
AR.Math.Content.K.G.	Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects.
MT4.1.B.1	Uses increasingly complex spatial vocabulary (e.g., inside, beside, below); follows directions related to directionality, order, and position in space (e.g., "move forward," "put it behind the green car"); and without needing to handle the object can mentally turn an object to perform simple tasks (e.g., communicates to a friend, "If you turn the puzzle piece it will fit")

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
AR.Math.Content.K.G.	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).
AR.Math.Content.K.MD.	Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape.
AR.Math.Content.K.G.	Correctly name shapes regardless of their orientations or overall size.
MT2.1.A.1	Sorts objects by more than one attribute (e.g., color and shape); attends to more complex attributes (e.g., weight, texture); Sorts and then resorts based on a different characteristic (e.g., sorts by size and then by color)
MT4.1.A.1	Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)
L.K.1.K	Print all upper- and lowercase letters legibly.
EL3.1.B.2	Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)
EL3.2.A.1	Recognizes and names an increasing number of letters correctly, especially those in own name
EL3.2.B.1	Produces the correct sounds for an increasing number of letters

SCHOLASTIC

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
EL3.2.B.2	Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?"
EL3.3.B.3	Writes an increasing number of letters correctly, especially those in own name
EL2.1.B.1	Decides whether two words rhyme

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
5.1	Demonstrates phonological awareness (hearing and recognizing the sounds of language)
LD2.1.A.1	Uses increasingly complex and varied vocabulary words to express needs and describe objects, relationships between objects, emotions, and actions
EL2.1.B.1	Decides whether two words rhyme
EL2.1.C.1	Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")
EL1.2.C.2	Retells stories (e.g., favorite book, personal experience) with increasing use of proper sequence and inclusion of major story elements in their narratives such as main characters, setting, story problems, and cause-and-effect relationships

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
EL2.1.B.1	Decides whether two words rhyme
EL2.1.C.1	Shows awareness that some words begin with the same sound (e.g., "Sam and Selena start with the same sound!")
EL3.1.B.2	Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)
EL3.2.A.1	Recognizes and names an increasing number of letters correctly, especially those in own name
EL3.2.B.1	Produces the correct sounds for an increasing number of letters
EL3.2.B.2	Shows understanding that a string of letters represents a sequence of spoken sounds (e.g., when writing asks "How do you spell fish?")

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
RF.K.3.E	Decode CVC words.
L.K.2.D	Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell consonant-vowel-consonant (CVC) words correctly. Spell words phonetically, drawing on knowledge of sound-letter relationships.
EL2.1.D.2	Verbally identifies, blends, segments, and deletes parts of words (manipulating units of language) with decreasing need for modeling or visual supports
EL3.1.B.2	Shows increasing awareness of print concepts (e.g., words are made up of letters, print is read left-to-right and top-to-bottom)
EL3.2.A.1	Recognizes and names an increasing number of letters correctly, especially those in own name
EL3.2.B.1	Produces the correct sounds for an increasing number of letters

Success With Workbooks State Standards

0545200717   Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
AR.Math.Content.1.NBT.	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.
AR.Math.Content.1.G.	Compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.
AR.Math.Content.1.NBT.	Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning.
AR.Math.Content.1.OA.	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).
AR.Math.Content.1.MD.	Identify and know the value of a penny, nickel, dime, and quarter.
AR.Math.Content.1.MD.	Count collections of like coins (pennies, nickels, and dimes).
AR.Math.Content.1.MD.	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
AR.Math.Content.1.MD.	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.

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

Alignment ID	Alignment Text
AR.Math.Content.1.MD.	Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs. Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.
AR.Math.Content.1.G.	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.
AR.Math.Content.1.MD.	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**
AR.Math.Content.2.NBT.	Count within 1000. Skip-count by 5s, 10s, and 100s beginning at zero.
AR.Math.Content.2.NBT.	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones. Understand that 100 can be thought of as a group of ten tens—called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100.
AR.Math.Content.2.NBT.	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols and correct terminology for the symbols to record the results of comparisons.
AR.Math.Content.2.NBT.	Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction.
AR.Math.Content.2.NBT.	Explain why addition and subtraction strategies work, using place value and the properties of operations.
AR.Math.Content.2.G.	Recognize and draw shapes having specified attributes (e.g., number of angles, number of sides, or a given number of equal faces). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
AR.Math.Content.2.NBT.	Add up to four two-digit numbers using strategies based on place value and properties of operations.
AR.Math.Content.2.NBT.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.
AR.Math.Content.2.G.	Recognize that equal shares of identical wholes need not have the same shape.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.2.OA.	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
AR.Math.Content.2.OA.	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 (up to 20) as a sum of two equal addends.
AR.Math.Content.2.OA.	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.
AR.Math.Content.2.OA.	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. Represent a strategy with a related equation including a symbol for the unknown number.
AR.Math.Content.2.MD.	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
AR.Math.Content.2.MD.	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
AR.Math.Content.2.MD.	Measure the length of an object twice with two different length units. Describe how the two measurements relate to the size of the unit chosen.
AR.Math.Content.2.MD.	Estimate lengths using units of inches, feet, centimeters, and meters.
AR.Math.Content.2.MD.	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.2.MD.	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.
AR.Math.Content.2.G.	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.

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
AR.Math.Content.3.NBT.	Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s).
AR.Math.Content.3.NBT.	Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones (e.g., 7,706 can be portrayed in a variety of ways according to place value strategies). Understand the following as special cases: 1,000 can be thought of as a group of ten hundreds—called a thousand; the numbers 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000, 8,000, 9,000 refer to one, two, three, four, five, six, seven, eight, or nine thousands.
AR.Math.Content.3.NBT.	Use place value understanding to round whole numbers to the nearest 10 or 100.
AR.Math.Content.3.MD.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets). Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs.
AR.Math.Content.3.OA.	Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each).
AR.Math.Content.3.OA.	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).
AR.Math.Content.3.OA.	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
AR.Math.Content.3.OA.	Using computational fluency, 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, automatically (fact fluency) recall all products of two one-digit numbers.
AR.Math.Content.3.OA.	Solve two-step word problems using the four operations, and be able to: represent these problems using equations with a letter standing for unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.
AR.Math.Content.3.NF.	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction a/b as the quantity formed by a parts of size 1/b.
AR.Math.Content.3.NF.	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. 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). Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram). 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 symbols (>, =, <) and justify the conclusions (e.g., by using a visual fraction model).
AR.Math.Content.3.G.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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

Alignment ID	Alignment Text
AR.Math.Content.3.MD.	Tell time using the terms quarter and half as related to the hour (e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00). 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).
AR.Math.Content.3.MD.	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.
AR.Math.Content.3.G.	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**
AR.Math.Content.4.NBT.	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.
AR.Math.Content.4.NBT.	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 symbols (>, =, <) to record the results of comparisons.
AR.Math.Content.4.NBT.	Use place value understanding to round multi-digit whole numbers to any place.
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.OA.	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
AR.Math.Content.4.NBT.	Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm.
AR.Math.Content.4.OA.	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
AR.Math.Content.4.NBT.	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 area models.

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
AR.Math.Content.4.NBT.	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 the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and area models.
AR.Math.Content.4.NF.	By using visual fraction models, explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
AR.Math.Content.4.NF.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4)). Understand a multiple of
AR.Math.Content.4.MD.	Make a line plot to display a data set of measurements in fractions of a unit (e.g., 1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
AR.Math.Content.4.NF.	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.

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

Alignment ID	Alignment Text
AR.Math.Content.4.NF.	Understand a fraction a/b with a > 1 as a sum of fractions 1/b (e.g., 3/8 = 1/8 + 1/8+ 1/8). Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8). Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and by replacing each number with an equivalent fraction). 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).
AR.Math.Content.4.MD.	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec; yd, ft, in; gal, qt, pt, c. Within a single system of measurement, express measurements in the form of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
AR.Math.Content.4.MD.	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including the ability to make change; 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.
AR.Math.Content.4.MD.	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

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

Alignment ID	Alignment Text
AR.Math.Content.4.MD.	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles; an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
AR.Math.Content.4.G.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
AR.Math.Content.4.G.	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.
AR.Math.Content.4.G.	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.
AR.Math.Content.4.OA.	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.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
AR.Math.Content.5.NBT.	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; divisibility rules; and the relationship between multiplication and division. Illustrate and explain calculations by using equations, rectangular arrays, and area models.
AR.Math.Content.5.NF.	Interpret multiplication as scaling (resizing), by: 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; explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
AR.Math.Content.5.NF.	Solve real world problems involving multiplication of fractions and mixed numbers.
AR.Math.Content.5.NF.	Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators.
AR.Math.Content.5.NBT.	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.
AR.Math.Content.5.NBT.	Apply place value understanding to round decimals to any place.
AR.Math.Content.5.NBT.	Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s). Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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

Alignment ID	Alignment Text
AR.Math.Content.5.OA.	Generate two numerical patterns, each 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 in the first quadrant of the coordinate plane.
AR.Math.Content.5.NBT.	Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm.
AR.Math.Content.5.NBT.	Perform basic operations on decimals to the hundredths place. Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division.
AR.Math.Content.5.MD.	Convert among different-sized standard measurement units within the metric system. Convert among different-sized standard measurement units within the customary system. Use these conversions in solving multi-step, real world problems.
AR.Math.Content.5.NF.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product (
AR.Math.Content.5.G.	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., x-axis and x-coordinate, y-axis and y-coordinate).
AR.Math.Content.5.G.	Represent real world and mathematical problems by graphing points in the first quadrant and on the non-negative

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
AR.Math.Content.3.NBT.	Use place value understanding to round whole numbers to the nearest 10 or 100.
AR.Math.Content.3.NBT.	Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s).
AR.Math.Content.3.NBT.	Compare two four-digit numbers based on meanings of thousands, hundreds, tens, and ones digits using symbols (<, >, =) to record the results of comparisons.
AR.Math.Content.3.NF.	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction a/b as the quantity formed by a parts of size 1/b.
AR.Math.Content.3.NF.	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. 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). Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram). 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 symbols (>, =, <) and justify the conclusions (e.g., by using a visual fraction model).
AR.Math.Content.3.MD.	Tell time using the terms quarter and half as related to the hour (e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00). 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).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.3.MD.	Measure and estimate liquid volumes and masses of objects using standard units such as: grams (g), kilograms (kg), liters (l), gallons (gal), quarts (qt), pints (pt), and cups (c). 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).
AR.Math.Content.3.MD.	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories (e. g., draw a bar graph in which each square in the bar graph might represent 5 pets). Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs.
AR.Math.Content.3.MD.	Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units.
AR.Math.Content.3.MD.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
AR.Math.Content.3.MD.	Relate area to the operations of multiplication and addition. 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. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. 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.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.3.MD.	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.
AR.Math.Content.3.G.	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.
AR.Math.Content.3.G.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
AR.Math.Content.3.OA.	Using computational fluency, 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, automatically (fact fluency) recall all products of two one-digit numbers.
AR.Math.Content.3.OA.	Solve two-step word problems using the four operations, and be able to: represent these problems using equations with a letter standing for 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**
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.NBT.	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 symbols (>, =, <) to record the results of comparisons.
AR.Math.Content.4.NBT.	Use place value understanding to round multi-digit whole numbers to any place.
AR.Math.Content.4.NF.	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 ½). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols (>, =, <), and justify the conclusions (e.g., by using a visual fraction model).
AR.Math.Content.4.MD.	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec; yd, ft, in; gal, qt, pt, c. Within a single system of measurement, express measurements in the form of a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

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

Alignment ID	Alignment Text
AR.Math.Content.4.MD.	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles; an angle that turns through n one-degree angles is said to have an angle measure of n degrees.
AR.Math.Content.4.G.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
AR.Math.Content.4.G.	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.
AR.Math.Content.4.G.	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.
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.OA.	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.NBT.	Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm.
AR.Math.Content.4.NBT.	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 area models.
AR.Math.Content.4.NBT.	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 the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and area models.
AR.Math.Content.4.NF.	Understand a fraction a/b with a > 1 as a sum of fractions 1/b (e.g., 3/8 = 1/8 + 1/8+ 1/8). Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8). Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and by replacing each number with an equivalent fraction). 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).
AR.Math.Content.4.NF.	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
AR.Math.Content.4.MD.	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money including the ability to make change; 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.
AR.Math.Content.4.MD.	Make a line plot to display a data set of measurements in fractions of a unit (e.g., 1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
AR.Math.Content.5.OA.	Generate two numerical patterns, each 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 in the first quadrant of the coordinate plane.
AR.Math.Content.5.NBT.	Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s). Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.
AR.Math.Content.5.NBT.	Apply place value understanding to round decimals to any place.
AR.Math.Content.5.MD.	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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 (B). Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication). Apply the formulas
AR.Math.Content.5.MD.	Convert among different-sized standard measurement units within the metric system. Convert among different-sized standard measurement units within the customary system. Use these conversions in solving multi-step, real world problems.
AR.Math.Content.5.MD.	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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. A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.

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

Alignment ID	Alignment Text
AR.Math.Content.5.MD.	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
AR.Math.Content.5.G.	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
AR.Math.Content.5.G.	Classify two-dimensional figures in a hierarchy based on properties.
AR.Math.Content.5.NBT.	Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm.
AR.Math.Content.5.NBT.	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; divisibility rules; and the relationship between multiplication and division. Illustrate and explain calculations by using equations, rectangular arrays, and area models.
AR.Math.Content.5.NBT.	Perform basic operations on decimals to the hundredths place. Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division.
AR.Math.Content.5.NF.	Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators.
AR.Math.Content.5.NF.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Success With Workbooks State Standards

Alignment ID	Alignment Text
AR.Math.Content.5.NF.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product (
AR.Math.Content.5.NF.	Interpret multiplication as scaling (resizing), by: 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; explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
AR.Math.Content.5.NF.	Solve real world problems involving multiplication of fractions and mixed numbers.
AR.Math.Content.5.G.	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., x-axis and x-coordinate, y-axis and y-coordinate).
AR.Math.Content.5.G.	Represent real world and mathematical problems by graphing points in the first quadrant and on the non-negative

Success With Workbooks State Standards

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
AR.Math.Content.6.NS.	Find the greatest common factor of two whole numbers less than or equal to 100 using prime factorization as well as other methods. Find the least common multiple of two whole numbers less than or equal to 12 using prime factorization as well as other methods. 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.
AR.Math.Content.6.G.	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.
AR.Math.Content.6.RP.	Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). Use and create tables to compare equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Solve unit rate problems including those involving unit pricing and constant speed. 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. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
AR.Math.Content.6.NS.	Use computational fluency to divide multi-digit numbers using a standard algorithm.
AR.Math.Content.6.NS.	Use computational fluency to add, subtract, multiply, and divide multi-digit decimals and fractions using a standard algorithm for each operation.

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

Alignment ID	Alignment Text
AR.Math.Content.6.NS.	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. Recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. 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. 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.
AR.Math.Content.6.NS.	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
AR.Math.Content.6.G.	Apply the following techniques in the context of solving real-world and mathematical problems: 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.
AR.Math.Content.6.SP.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number (mean, median, mode), while a measure of variation (interquartile range, mean absolute deviation) describes how its values vary with a single number.

Success With Workbooks State Standards

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

Alignment ID   Alignment Text

AR.Math.Content.6.SP.   Summarize numerical data sets in relation to their context, such as by: reporting the number of observations; describing the nature of the attribute under investigation, including how it was measured and its units of measurement; calculating quantitative measures of center (including but not limited to median and/or mean) and variability (including but not limited to interquartile range and/or mean absolute deviation); using the calculations to describe any overall pattern and any striking deviations (outliers) from the overall pattern with reference to the context in which the data were gathered; relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
R.7	Integrate and evaluate content presented in diverse media and formats.

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
R.7	Integrate and evaluate content presented in diverse media and formats.
L.4.4.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).

0545201098 Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
R.7	Integrate and evaluate content presented in diverse media and formats.
L.5.4.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).

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
W.6.9.B	Apply Grade 6 Reading standards to informational texts.
CS.2.SR.1	Apply effective comprehension strategies to improve understanding of literary and informational texts: determining importance, inferring, making connections (text-to-self, text-to-world, text-to-text), noting similarities and differences, predicting, questioning, summarizing and/or paraphrasing, visualizing
CS.2.SR.4	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text: annotating texts, asking for help, chunking text, hypothesizing and/or predicting, identifying the central idea of a paragraph, page, or passage, reading further to clarify, rereading, slowing down for complex texts, stopping and thinking, underlining and/or highlighting essential information, visualizing a picture, writing questions or notes
CS.2.SR.10	Implement close reading strategies to navigate complex texts for deeper analysis and interpretation: chunking the text for a specific reason (e.g., vocabulary, figurative language, literary elements), purposeful annotation of text, multiple readings with each reading for a different purpose, synthesize readings
VD.4.SR.9	Apply knowledge of prefixes, suffixes, and root words to determine meaning of new words
ER.1.SR.3	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis
CS.2.SR.1.a	Questioning
CS.2.SR.1.b	Inferring

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

Alignment ID	Alignment Text
CS.2.SR.1.f	Summarizing and/or paraphrasing
CS.2.SR.2	Synthesize information and ideas within and across texts and/or media sources to create meaning
CS.2.SR.3	Summarize literary and informational texts succinctly, individually and with peers
CS.2.SR.4.a	Rereading
CS.2.SR.4.b	Slowing down for complex texts
CS.2.SR.4.c	Hypothesizing and/or predicting
CS.2.SR.4.d	Visualizing a picture
CS.2.SR.4.e	Writing questions or notes
CS.2.SR.4.f	Asking for help
CS.2.SR.4.g	Reading further to clarify
CS.2.SR.4.h	Chunking text
CS.2.SR.4.i	Stopping and thinking
CS.2.SR.4.j	Identifying the central idea of a paragraph, page, or passage
CS.2.SR.4.k	Underlining and/or highlighting

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CS.2.SR.6	Analyze text structure (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) to clarify meaning
CS.2.SR.7	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures) to determine key ideas and details
RT.3.SR.3	Support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, literary and informational texts)
RT.3.SR.4	Compare and contrast multiple viewpoints from literary and informational texts
RT.3.SR.5	Generate, pose, and respond to questions in discussion and written formats
RT.3.SR.6	Respond to literary and informational texts (e.g., quick write, visuals, dramatizations, tableau)
RT.3.SR.7	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting, monitoring understanding)
VD.4.SR.1	Infer word meaning from context
VD.4.SR.2	Apply knowledge from one text to determine word meaning in another text
VD.4.SR.3	Build vocabulary (e.g., academic, specialized and/or technical, high utility) through wide reading
VD.4.SR.6	Select a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
VD.4.SR.7	Develop word consciousness to learn multiple meanings of words (e.g., oxymoron, word play, palindromes, connotation, denotation)
VD.4.SR.8	Apply knowledge of prefixes, suffixes, and root words to determine meaning of new words
VD.4.SR.5	Use word origins, word relationships (e.g., synonyms, antonyms, analogies, homographs), and personal connections to develop vocabulary
VD.4.SR.4	Use word origins, word relationships (e.g., synonyms, antonyms, analogies, homographs), and personal connections to develop vocabulary.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
L.3.1.C	Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). Form and use the past tense of frequently occurring irregular verbs.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
AR.Math.Content.4.NBT.	Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm.
AR.Math.Content.4.OA.	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
AR.Math.Content.4.OA.	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
AR.Math.Content.4.NBT.	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 area models.
AR.Math.Content.4.NBT.	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 the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and 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**
AR.Math.Content.5.MD.	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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 (B). Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication). Apply the formulas
AR.Math.Content.5.NBT.	Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm.
AR.Math.Content.5.NBT.	Perform basic operations on decimals to the hundredths place. Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
AR.Math.Content.1.OA.	Add and subtract within 20, demonstrating computational 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 $12 - 8 = 4$), creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
AR.Math.Content.1.OA.	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).
AR.Math.Content.1.OA.	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).
AR.Math.Content.1.NBT.	Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
AR.Math.Content.2.NBT.	Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms. Model and describe numbers within 1000 as groups of 10 in a variety of ways.
AR.Math.Content.2.OA.	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. Represent a strategy with a related equation including a symbol for the unknown number.
AR.Math.Content.2.OA.	Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.
AR.Math.Content.2.NBT.	Add and subtract within 100 with computational fluency using strategies based on place value, properties of operations, and the relationship between addition and subtraction.
AR.Math.Content.2.NBT.	Add up to four two-digit numbers using strategies based on place value and properties of operations.
AR.Math.Content.2.NBT.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction; relate the strategy to a written expression or equation.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
L.2.1.K	Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters.
L.3.1.K	Form all upper- and lowercase letters to write words legibly in cursive.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
L.K.1.K	Print all upper- and lowercase letters legibly.
L.1.1.K	Print all upper- and lowercase letters with proper letter formation.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
AR.Math.Content.5.MD.	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.
AR.Math.Content.5.NF.	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b), where a and b are natural numbers. Solve word problems involving division of natural numbers leading to answers in the form of fractions or mixed numbers.
AR.Math.Content.5.NF.	Efficiently, accurately, and with some degree of flexibility, add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators.
AR.Math.Content.5.NF.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
AR.Math.Content.5.NF.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. Interpret the product (
AR.Math.Content.5.NF.	Interpret multiplication as scaling (resizing), by: 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; explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.
AR.Math.Content.5.NF.	Solve real world problems involving multiplication of fractions and mixed numbers.

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

Alignment ID	Alignment Text
AR.Math.Content.5.NF.	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a unit fraction by a natural number, and compute such quotients. Interpret division of a whole number by a unit fraction, and compute such quotients. Solve real world problems involving division of unit fractions by natural numbers and division of whole numbers by unit fractions.
AR.Math.Content.5.NBT.	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.
AR.Math.Content.5.NBT.	Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s). Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.
AR.Math.Content.5.NBT.	Apply place value understanding to round decimals to any place.
AR.Math.Content.5.NBT.	Perform basic operations on decimals to the hundredths place. Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between multiplication and division.

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
AR.Math.Content.4.NF.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4)). Understand a multiple of
AR.Math.Content.4.MD.	Make a line plot to display a data set of measurements in fractions of a unit (e.g., 1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
AR.Math.Content.4.NF.	By using visual fraction models, explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
AR.Math.Content.4.NF.	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 ½). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols (>, =, <), and justify the conclusions (e.g., by using a visual fraction model).

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

Alignment ID	Alignment Text
AR.Math.Content.4.NF.	Understand a fraction a/b with a > 1 as a sum of fractions 1/b (e.g., 3/8 = 1/8 + 1/8+ 1/8). Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions (e.g., by using a visual fraction model) (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8). Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and by replacing each number with an equivalent fraction). 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).
AR.Math.Content.4.NF.	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.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
AR.Math.Content.3.MD.	Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units.
AR.Math.Content.3.MD.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
AR.Math.Content.3.MD.	Relate area to the operations of multiplication and addition. 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. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. 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.
AR.Math.Content.3.OA.	Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each).
AR.Math.Content.3.OA.	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).

Success With Workbooks State Standards

0545200873   Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
AR.Math.Content.3.OA.	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).
AR.Math.Content.3.G.	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
AR.Math.Content.3.OA.	Understand division as an unknown-factor problem.
AR.Math.Content.3.OA.	Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers.
AR.Math.Content.3.OA.	Solve two-step word problems using the four operations, and be able to: represent these problems using equations with a letter standing for 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**
AR.Math.Content.3.OA.	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).
AR.Math.Content.3.OA.	Solve two-step word problems using the four operations, and be able to: represent these problems using equations with a letter standing for unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding.
AR.Math.Content.4.OA.	Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
AR.Math.Content.4.NBT.	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 the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and area models.
AR.Math.Content.4.OA.	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.
AR.Math.Content.4.NF.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4 as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$). Understand a multiple of

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AR.Math.Content.3.OA.	Apply properties of operations as strategies to multiply and divide.
AR.Math.Content.3.OA.	Interpret products of whole numbers (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).
AR.Math.Content.3.OA.	Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers.
AR.Math.Content.4.OA.	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
AR.Math.Content.4.NBT.	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 area models.

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
AR.Math.Content.K.G.	Describe the positions of objects in the environment and geometric shapes in space using names of shapes, and describe the relative positions of these objects.
AR.Math.Content.K.G.	Correctly name shapes regardless of their orientations or overall size.
MT4.1.A.1	Recognizes and names familiar shapes (e.g., square, triangle, circle, rectangle) and later less familiar shapes (e.g., hexagon, trapezoid) and some three-dimensional shapes (e.g., cube, cone, cylinder, sphere); with increasing ability to recognize shapes regardless of orientation or size and to describe shapes in terms of their attributes (e.g., a triangle has three straight sides)
AR.Math.Content.K.CC.	Compare two numbers between 0 and 20 presented as written numerals.
AR.Math.Content.K.CC.	Count to 100 by ones, fives, and tens.
AR.Math.Content.K.CC.	Count forward, by ones, from any given number up to 100.
MT2.1.B.1	Recognizes, extends, and replicates simple repeating patterns (e.g., triangle, square, triangle, square or repeated music verses)
MT2.1.B.2	Creates own patterns in different forms (e.g., objects, sounds, movements) and fills in missing elements of a simple pattern (e.g., selects a green counting bear and completes the series of bears set out by the teacher: yellow, green, green, yellow, green, green, yellow, _____, green)
AR.Math.Content.K.CC.	Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
AR.Math.Content.K.CC.	Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames).
AR.Math.Content.K.MD.	Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more of or less of the common attribute.
MT1.1.B.1	Counts to determine and compare whether the number of objects in one group is more than, less than, or the same as objects in another group (for groups of five to ten objects)
AR.Math.Content.K.CC.	Understand the relationship between numbers and quantities; connect counting to cardinality. When counting objects: say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence); understand that the last number said tells the number of objects counted; understand that each successive number refers to a quantity that is one larger.
AR.Math.Content.K.CC.	Count to answer "how many?": count up to 20 objects in any arrangement; count up to 10 objects in a scattered configuration; given a number from 1-20, count out that many objects.
AR.Math.Content.K.OA.	Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2 + 3), or equations (e.g., 2 + 3 =).
AR.Math.Content.K.OA.	Fluently add and subtract within 10 by using various strategies and manipulatives.
AR.Math.Content.K.MD.	Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape.

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
MT1.1.C.3	Begins to use numerals to represent and communicate quantity (e.g., puts three counting bears on a card with the numeral "3" in a game)
MT1.1.C.4	Shows increasing understanding of the concept of zero (e.g., holds up closed fist to show "no more monkeys jumping on the bed" during the last verse of the song; when teacher takes all of counting bears during a game and asks, "Now how many do you have?" child responds "None!")
MT1.1.C.5	Produces a set of a certain number when prompted (e.g., puts five napkins on the table when asked)
MT1.1.A.1	Says or signs number words in order accurately with increasing ability to count to 5, then up to 10, and finally to 20 and beyond by the end of this age range

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
L.2.5.C	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
L.5.4.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).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
L.1.1.E	Use adjectives. Use determiners, noun markers, to add specificity (e.g., a book, the book).

Success With Workbooks State Standards

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
RF.2.1.A	Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
L.3.1.H	Demonstrate command of simple sentences and produce compound sentences.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
L.4.1.H	Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. Use independent clauses and coordinating conjunctions when writing a compound sentence.

Success With Workbooks State Standards

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
L.5.1.F	Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when, etc.) appropriately.
L.5.1.H	Produce complex sentences using dependent clauses and subordinating conjunctions.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
L.2.1.K	Print all upper- and lowercase letters accurately. By the end of Grade two, produce some cursive upper- and lowercase letters.
L.3.1.K	Form all upper- and lowercase letters to write words legibly in cursive.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
L.K.1.K	Print all upper- and lowercase letters legibly.
L.1.1.K	Print all upper- and lowercase letters with proper letter formation.