SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
CC.K.R.F.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.K.R.F.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CC.K.L.1.a	Print many upper- and lowercase letters.
4.A.ECc	Recognize the one-to-one relationship between spoken and written words.
4.A.ECd	Understand that words are separated by spaces in print.
4.A.ECe	Recognize that letters are grouped to form words.
4.A.ECf	Differentiate letters from numerals.
4.B.ECa	With teacher assistance, recite the alphabet.
4.B.ECb	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
4.B.ECc	With teacher assistance, match some upper/lowercase letters of the alphabet.
4.B.ECd	With teacher assistance, begin to form some letters of the alphabet, especially those in own name.
5.A.ECc	With teacher assistance, write own first name using appropriate upper/ lowercase letters.
4.A.1	Identify that labels and signs in the classroom are words.

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Alignment ID	Alignment Text
5.A.4	If available, show interest in letters in own name on an electronic keyboard (e.g., computer, iPad).
4.A.3	Count number of words on a page or in a line of print in a book containing just a few words on the page (e.g., "How many words are on this page? Can you count them?").
4.A.4	Count number of letters in one or more friends' or family members' names (e.g., "How many letters are in this name? Can you count them?").
4.A.5	Sort more than three letters and numerals into separate groups.
4.B.1	With teacher assistance, sing, chant, or recite the alphabet alone or with others.
4.B.2	Point to and name letters in own name and some other upper/ lowercase letters.
4.B.3	With teacher assistance, engage in letter sorting and matching activities (e.g., locate letters that are and are not in own name).
4.B.4	With teacher assistance, use a small group of letters that represent both upper and lower case (e.g., Ss, Mm, Oo, Pp) to match more than three upper- and lowercase letters.
5.A.3	With teacher assistance, write increasingly recognizable letters of own name on sign-up charts, drawings, and other pieces of work.
1.A.Kb	Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).
1.A.Kf	Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).

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Alignment ID	Alignment Text
1.A.13	Recognize and name all capital and lowercase letters of the alphabet.
3.A.Ka	Write upper and lowercase letters.
3.A.1	Write first and last name using correct upper and lowercase letters.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
10.B.1	Organize materials with teacher support to prepare for graphing (e.g., sort leaves by color, sort fruit by type).
9.A.1a	Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.
9.B.1c	Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.
9.A.ECa	Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).
9.A.ECb	Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).
9.A.ECc	Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.
9.A.1	Identify the shape of various two-and three-dimensional items in the early childhood environment and describe their attributes (e.g., "I used all these 'rolling blocks' (cylinders) to hold up my bridge.").
9.A.Ka	Recognize geometric shapes and structures in the environment.
9.A.Kb	Identify and name basic shapes.
9.A.Kc	Describe some attributes of two and three dimensional shapes.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CC.K.CC.1	Count to 100 by ones and by tens.
CC.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CC.K.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).
CC.K.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.
CC.K.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.
CC.K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
CC.K.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.
CC.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
CC.K.OA.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
6.C.1a	Select and perform computational procedures to solve problems with whole numbers.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
6.A.ECb	Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.
6.A.ECd	Connect numbers to quantities they represent using physical models and informal representations.
6.A.ECe	Differentiate numerals from letters and recognize some single-digit written numerals.
6.B.ECa	Recognize that numbers (or sets of objects) can be combined or separated to make another number.
6.B.ECc	Identify the new number created when small sets (up to 5) are combined or separated.
6.B.ECe	Fairly share a set of up to 10 items between two children.
6.C.ECa	Estimate number of objects in a small set.
6.A.2	Point to or move each object to make sure each is counted once and only once when counting in sets up to 5.
6.A.5	Recite counting words in order from 1-10 (with an occasional error).
6.B.1	Recognize that combining sets always results in “more” and separating sets always results in “less.”
6.B.4	Divide a set of 10 crackers between self and a friend evenly.
10.B.2	With teacher support, predict with more accuracy the outcome of a counting or comparison activity (e. g., predict how many more chairs, when three are already there, are needed for the small group table so that six children can all have a seat).

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
6.A.Kb	Count with understanding and recognize "how many" in sets of objects.
6.A.1	Identify numerals out of sequence through 20.
6.C.Kb	Connect numbers to quantities they represent using physical models and representations.
6.C.2	Match the correct numeral to the number of objects.
CC.K.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.
6.A.ECa	Count with understanding and recognize "how many" in small sets up to 5.
6.B.ECb	Show understanding of how to count out and construct sets of objects of a given number up to 5.
6.D.ECa	Compare two collections to see if they are equal or determine which is more, using a procedure of the child's choice.
6.D.ECb	Describe comparisons with appropriate vocabulary, such as "more", "less", "greater than", "fewer", "equal to", or "same as".
6.C.1	Tell whether a set is more or less than 5.
6.D.2	Use a variety of appropriate vocabulary to make comparisons of quantity (e.g., "more", "less", "greater than", "fewer", "equal to", or "same as").
6.A.4	Match the correct numeral with sets up to ten.

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Alignment ID	Alignment Text
6.C.Ka	Estimate number of objects in a set.
6.D.1	Demonstrate an understanding of more, less, and equal.
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
9.C.1	Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology.
8.A.ECb	Recognize, duplicate, extend, and create simple patterns in various formats.
8.A.Kb	Recognize, describe, translate, duplicate, create, and extend patterns in various formats.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.K.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.
7.A.4	Know the sequence of the daily schedule and begin to accurately gauge time by progression of the schedule throughout the day (e.g., know that naptime comes after lunch or that outside time comes after snack).
6.A.Ka	Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals.
6.D.K	Make comparisons of quantities.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CC.K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
7.A.1a	Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.
7.A.ECb	Use nonstandard units to measure attributes such as length and capacity.
7.C.ECb	Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.
7.A.2	Use nonstandard units to measure items and identify the quantity of units (e.g., may not be correct but attempt to count the number of hands or small blocks in the length of the table).
7.B.2	Estimate length using non-standard units of measurement.
7.A.ECc	Use vocabulary that describes and compares length, height, weight, capacity, and size.
8.B.1	With adult assistance, describe a pattern in words (e.g., “tall, short, tall, short, tall, short” or “red, blue, yellow, red, blue, yellow, red, blue, yellow”).
CC.K.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.
9.B.ECa	Show understanding of location and ordinal position.
9.B.ECb	Use appropriate vocabulary for identifying location and ordinal position.

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Alignment ID	Alignment Text
9.B.2	Use appropriate vocabulary for location during play activities (e.g., in conversations, use terms such as “near” and “far”, “over” and “under”).
9.B.K	Show understanding of and use direction, location, and position words.
9.B.1	Explain the position of an object in relation to another object (e.g., inside/outside, behind/in front of, or under/above).
CC.K.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).
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9.B.1b	Sort, classify and compare familiar shapes.
9.A.ECe	Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).
9.A.3	Match the face (flat side) of one common three-dimensional shape to another (e.g., match the face of one cube to another or one cylinder to another).
6.A.1a	Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
4.D.ECa	Recognize own name and common signs and labels in the environment.

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Alignment ID	Alignment Text
6.B.Kb	Represent mathematical ideas with symbols, pictures, or objects.
6.B.Kc	Talk about the thinking involved in solving mathematical problems.
6.B.2	Use objects, simple drawings, or symbols to represent mathematical ideas, such as how many pieces each child can have for snack.
CC.K.L.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CC.K.L.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
CC.K.G.2	Correctly name shapes regardless of their orientations or overall size.
1.E.ECd	With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).
1.E.3	With teacher assistance, label and describe categories of objects (e.g., “These are all the fruits. You can eat them.”).
7.A.ECa	Compare, order, and describe objects according to a single attribute.
8.A.ECa	Sort, order, compare, and describe objects according to characteristics or attribute(s).

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Alignment ID	Alignment Text
7.A.1	Order multiple objects to compare magnitudes and describe comparisons (i.e., arrange blocks from tallest to shortest and describe).
8.A.2	Sort objects according to two different characteristics and describe a sorting strategy (e.g., sort crayons by color and size, "Here are the big red ones and there are the little blue ones", or sort blocks by shape and color, "These are all yellow triangles and these are the green rectangles").
9.A.2	Match cubes, spheres, and pyramids, even when size differs among examples.
7.A.Kc	Order, compare and describe objects by size, length, capacity, and weight.
8.A.1	Describe common and uncommon attributes (all, some, none) in a set.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.K.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
4.D.ECc	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
4.D.ECb	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
4.D.2	With teacher assistance, respond to prompts about the sound associated with a specific letter, especially the first letter of his/her name (e.g., "Your name starts with the letter 'm'. Can you remember the sound that this letter makes?").
4.D.3	With teacher assistance, spell words phonetically, using known letter sounds (e.g., "s" for snake, "kt" for cat).
CC.K.R.F.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.K.R.F.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CC.K.L.1.a	Print many upper- and lowercase letters.
4.A.ECc	Recognize the one-to-one relationship between spoken and written words.
4.A.ECd	Understand that words are separated by spaces in print.
4.A.ECe	Recognize that letters are grouped to form words.
4.A.ECf	Differentiate letters from numerals.
4.B.ECa	With teacher assistance, recite the alphabet.
4.B.ECb	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
4.B.ECc	With teacher assistance, match some upper/lowercase letters of the alphabet.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
4.B.ECd	With teacher assistance, begin to form some letters of the alphabet, especially those in own name.
5.A.ECc	With teacher assistance, write own first name using appropriate upper/ lowercase letters.
4.A.1	Identify that labels and signs in the classroom are words.
5.A.4	If available, show interest in letters in own name on an electronic keyboard (e.g., computer, iPad).
4.A.3	Count number of words on a page or in a line of print in a book containing just a few words on the page (e.g., "How many words are on this page? Can you count them?").
4.A.4	Count number of letters in one or more friends' or family members' names (e.g., "How many letters are in this name? Can you count them?").
4.A.5	Sort more than three letters and numerals into separate groups.
4.B.3	With teacher assistance, engage in letter sorting and matching activities (e.g., locate letters that are and are not in own name).
4.B.4	With teacher assistance, use a small group of letters that represent both upper and lower case (e.g., Ss, Mm, Oo, Pp) to match more than three upper- and lowercase letters.
5.A.3	With teacher assistance, write increasingly recognizable letters of own name on sign-up charts, drawings, and other pieces of work.
1.A.Kb	Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
1.A.Kf	Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
1.A.13	Recognize and name all capital and lowercase letters of the alphabet.
3.A.Ka	Write upper and lowercase letters.
CC.K.R.F.2.a	Recognize and produce rhyming words.
4.C.ECb	With teacher assistance, recognize and match words that rhyme.
4.C.2	With teacher assistance, identify rhymes in songs, poems, or books (e.g., "Hey, that sounds like 'whale' – 'pail', 'whale'.").
1.A.Kd	Demonstrate phonological awareness (i.e., rhymes and alliterations).
1.A.7	Say rhyming words in response to an oral prompt.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
4.A.ECf	Differentiate letters from numerals.
4.A.5	Sort more than three letters and numerals into separate groups.
1.A.Kg	Read one syllable and high frequency words.
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
CC.K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1.C.ECa	Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.
1.E.ECe	With teacher assistance, use adjectives to describe people, places, and things.
2.D.ECb	With teacher assistance, compare and contrast two stories relating to the same topic.
1.C.1	With teacher assistance, tell about a favorite toy or other object during a show-and-tell experience or when talking to a teacher at arrival time (e.g., “It’s my new stuffed turtle. See, his head goes in and out.”).
2.D.1	With teacher assistance, talk about the pictures in a book (e.g., describe what they see on each page, tell how the characters look).

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
2.A.2	Describe what they see while looking at the pictures in a book.
1.E.4	With teacher assistance, use descriptive words to explain how a familiar person, place, or thing looks and feels, as well as describing how it sounds, smells, and/or tastes (e.g., describing a pet or a favorite food).
4.B.1	Recall recent events.
CC.K.R.F.2.a	Recognize and produce rhyming words.
CC.K.R.F.2.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/.)
4.C.ECb	With teacher assistance, recognize and match words that rhyme.
4.C.ECd	With teacher assistance, isolate and pronounce the initial sounds in words.
4.D.3	With teacher assistance, identify individual sounds by saying names of classmates that begin with the sound that is made by a specific letter.
4.D.2	With teacher assistance, identify the sound of the beginning letter of a word (e.g., "What letter makes the sound you hear at the beginning of the word 'snake'?").
4.C.2	With teacher assistance, identify rhymes in songs, poems, or books (e.g., "Hey, that sounds like 'whale' – 'pail', 'whale'.").

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
4.C.4	With teacher assistance, identify the first letter in a word or name that s/he is attempting to write (e. g., "What sound does cat begin with?" "KKKK" "Yes, a K does make that sound. So, does a C.")
1.A.Kd	Demonstrate phonological awareness (i.e., rhymes and alliterations).
1.A.7	Say rhyming words in response to an oral prompt.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4.B.5	Convey events in logical order.
CC.K.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
1.A.1b	Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.E.ECb	Exhibit curiosity and interest in learning new words heard in conversations and books.
1.E.ECc	With teacher assistance, use new words acquired through conversations and book–sharing experiences.
1.E.2	With teacher assistance, attempt to use new words that have been heard aloud in one's own speaking (e.g., "I saw a gigantic bug outside.").

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
4.B.Kb	Use expanded language and vocabulary for a variety of purposes.
4.B.4	Attempt to use new vocabulary.
CC.K-12.L.R.6	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.
CC.K-12.R.R.4	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.
CC.K.R.F.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.K.L.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CC.K.L.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CC.K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1.A.1a	Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
1.E.ECd	With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
4.D.ECa	Recognize own name and common signs and labels in the environment.
1.E.3	With teacher assistance, label and describe categories of objects (e.g., "These are all the fruits. You can eat them.").
4.D.1	Identify labels (e.g., the words posted to identify various centers, objects, and materials) and more than two classmates' names in the classroom.
1.A.14	Read high frequency words by sight.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
CC.K.R.F.2.a	Recognize and produce rhyming words.
4.C.ECb	With teacher assistance, recognize and match words that rhyme.
4.C.2	With teacher assistance, identify rhymes in songs, poems, or books (e.g., "Hey, that sounds like 'whale' – 'pail', 'whale'.").
1.A.Kd	Demonstrate phonological awareness (i.e., rhymes and alliterations).
1.A.6	Distinguish letters from words.
1.A.7	Say rhyming words in response to an oral prompt.
CC.K.R.F.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
4.A.ECf	Differentiate letters from numerals.
4.B.ECa	With teacher assistance, recite the alphabet.
4.B.ECc	With teacher assistance, match some upper/lowercase letters of the alphabet.
4.A.5	Sort more than three letters and numerals into separate groups.
4.B.1	With teacher assistance, sing, chant, or recite the alphabet alone or with others.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
4.B.3	With teacher assistance, engage in letter sorting and matching activities (e.g., locate letters that are and are not in own name).
4.B.4	With teacher assistance, use a small group of letters that represent both upper and lower case (e.g., Ss, Mm, Oo, Pp) to match more than three upper- and lowercase letters.
CC.K.R.F.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.K.R.F.2.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/.)
CC.K.R.F.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CC.K.R.F.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CC.K.R.F.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4.A.ECc	Recognize the one-to-one relationship between spoken and written words.
4.A.ECd	Understand that words are separated by spaces in print.
4.A.ECe	Recognize that letters are grouped to form words.
4.B.ECb	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
4.C.ECd	With teacher assistance, isolate and pronounce the initial sounds in words.
4.D.ECb	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.
4.D.ECc	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
4.A.1	Identify that labels and signs in the classroom are words.
4.D.2	With teacher assistance, identify the sound of the beginning letter of a word (e.g., "What letter makes the sound you hear at the beginning of the word 'snake'?").
4.D.3	With teacher assistance, identify individual sounds through activities such as naming words that begin with the sound that is made by a specific letter.
4.A.3	Count number of words on a page or in a line of print in a book containing just a few words on the page (e.g., "How many words are on this page? Can you count them?").
4.A.4	Count number of letters in one or more friends' or family members' names (e.g., "How many letters are in this name? Can you count them?").
4.B.2	Point to and name letters in own name and some other upper/ lowercase letters.
4.C.4	With teacher assistance, identify the first letter in a word or name that s/he is attempting to write (e. g., "What sound does cat begin with?" "KKKK" "Yes, a K does make that sound. So, does a C.")

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
1.A.Kb	Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).
1.A.Kc	Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).
1.A.Kf	Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
1.A.8	Recognize a series of words that have the same beginning sound.
1.A.13	Recognize and name all capital and lowercase letters of the alphabet.
3.A.Kb	Write words based on how they sound, using initial consonants and some ending sounds.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
CC.K.R.F.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
4.A.ECf	Differentiate letters from numerals.
4.B.ECa	With teacher assistance, recite the alphabet.
4.B.ECb	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
4.A.5	Sort more than three letters and numerals into separate groups.
4.B.1	With teacher assistance, sing, chant, or recite the alphabet alone or with others.
4.B.2	Point to and name letters in own name and some other upper/ lowercase letters.
4.B.3	With teacher assistance, engage in letter sorting and matching activities (e.g., locate letters that are and are not in own name).
1.A.13	Recognize and name all capital and lowercase letters of the alphabet.
CC.K.R.F.2.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/.)
1.A.12	Blend consonant-vowel-consonant sounds aloud to make words.

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Alignment ID	Alignment Text
CC.K.R.F.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CC.K.R.F.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CC.K.R.F.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
4.A.ECd	Understand that words are separated by spaces in print.
4.A.ECe	Recognize that letters are grouped to form words.
4.D.ECb	With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.
4.D.ECc	With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.
4.D.2	With teacher assistance, identify the sound of the beginning letter of a word (e.g., “What letter makes the sound you hear at the beginning of the word ‘snake’?”).
4.A.3	Count number of words on a page or in a line of print in a book containing just a few words on the page (e.g., “How many words are on this page? Can you count them?”).
4.A.4	Count number of letters in one or more friends’ or family members’ names (e.g., “How many letters are in this name? Can you count them?”).

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Alignment ID	Alignment Text
4.D.3	With teacher assistance, spell words phonetically, using known letter sounds (e.g., “s” for snake, “kt” for cat).
1.A.Kc	Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).
1.A.Ke	Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).
1.A.Kf	Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
1.A.9	Blend sounds orally to form words.
3.A.Kb	Write words based on how they sound, using initial consonants and some ending sounds.

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
6A.3	Demonstrate the concept of odd and even using manipulatives.
6A.5	Recognize and explain the concept of odd and even numbers.
8A.1	Sort, classify, and order objects by multiple properties.
CC.1.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.
6.D.1	Compare the numbers of objects in groups.
6A.7	Connect number words and numerals to the quantities they represent.
CC.1.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.
9.A.1a	Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.
9.A.1b	Draw two-dimensional shapes.
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9.B.1b	Sort, classify and compare familiar shapes.

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Alignment ID	Alignment Text
9A.2	Model two-dimensional geometric shapes by drawing or building.
9A.5	Identify geometric shapes and structures in the environment.
9B.1	Identify objects that are the same shape.
9B.2	Compare and sort two- and three-dimensional objects.
9A.1	Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes (e.g., put two triangles together to make a quadrilateral).
8A.2	Recognize, describe, and extend patterns such as sequences of sounds, motions, shapes, or simple numeric patterns, and translate from one representation to another (e.g., red-blue-red-blue translates to snap-clap-snap-clap).
8A.5	Extend numeric patterns involving addition and/or subtraction (e.g., 1, 3, 5, … what are the next two terms?).
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
8.B.1	Solve problems involving pattern identification and completion of patterns.
9C.1	Recognize and explain a geometric pattern.
8A.3	Recognize, describe, and extend geometric and numeric patterns.

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Alignment ID	Alignment Text
8A.4	Create patterns concretely and numerically to match a given letter description (e.g., AAB) and make predictions.
9.B.1c	Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.
9A.4	Create and complete shapes that have line symmetry.
6A.1	Count with understanding, including skip counting by 2's, 5's, and 10's from zero.
CC.1.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.
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
6B.3	Demonstrate and describe the effects of adding and subtracting whole numbers using appropriate mathematical notation and vocabulary.
CC.1.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.
6C.1	Develop and use strategies for whole number computations with a focus on addition and subtraction.

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Alignment ID	Alignment Text
6B.1	Solve two-step addition and subtraction number sentences and word problems.
6B.5	Demonstrate fluency with basic addition and subtraction facts.
6C.2	Estimate sums and differences of one- or two-digit numbers.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
7C.1	Select appropriate nonstandard measurement units to measure length, weight, and capacity (e.g., number of handfuls of cubes to fill a container).
7.C.1	Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments).
7C.2	Explore and describe perimeter and area of real objects.
CC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
CC.1.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.
7.B.1b	Compare estimated measures to actual measures taken with appropriate measuring instruments.
7A.3	Measure objects using non-standard units.

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Alignment ID	Alignment Text
7B.1	Estimate nonstandard measurements of length, weight, and capacity.
7A.2	Measure objects using standard units.
7A.6	Count, compare, and order sets of unlike coins.
7B.2	Estimate standard measurements of length, weight, and capacity.
10.A.1a	Organize and display data using pictures, tallies, tables, charts or bar graphs.
10.B.1b	Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.
10.B.1c	Analyze data, draw conclusions and communicate the results.
10A.2	Compare numerical information derived from tables and graphs.
10A.1	Organize and interpret simple data displays such as pictographs, tallies, tables, and bar graphs.
CC.1.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.
6.A.1b	Identify and model fractions using concrete materials and pictorial representations.
6A.8	Describe parts of a whole using 1/2, 1/3, and 1/4.

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Alignment ID	Alignment Text
6A.6	Describe parts of a set using 1/2, 1/3, and 1/4.
CC.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
7.A.1b	Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).
7A.4	Explore and describe chronological events (e.g., calendars, timelines, seasons).
7A.5	Describe relationships within units of time, money, and length (e.g., 12 inches in a foot).
7C.3	Solve problems using money and time.

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
CC.2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
6A.5	Recognize and explain the concept of odd and even numbers.
6A.7	Represent, order, label, and compare unit fractions using concrete materials.
6A.1	Represent, order, and compare whole numbers to demonstrate an understanding of the base-ten number system.
6D.1	Describe the relationship between two sets using ">", "<", and "=", "not equal".
CC.2.NBT.1.a	100 can be thought of as a bundle of ten tens - called a “hundred.”
CC.2.NBT.1.b	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).
CC.2.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.
CC.2.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.
CC.2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

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

Alignment ID	Alignment Text
6.A.1a	Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
6A.2	Extend initial understanding of place value and the base-ten number system using multiple models.
6C.4	Utilize a calculator for counting patterns.
8D.1	Solve problems and justify solutions using patterns.
9C.1	Justify an extension of a pattern.
6B.6	Apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., 3 x 4 = 12, 30 x 4 = 120, 300 x 4 = 1200).
8B.1	Represent and analyze simple patterns and operations using words, tables, and graphs.
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
8.B.1	Solve problems involving pattern identification and completion of patterns.
8A.4	Create patterns concretely and numerically to match a given letter description (e.g., AAB) and make predictions.
8A.3	Identify errors in a given pattern.
CC.2.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.

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

Alignment ID	Alignment Text
9.A.1a	Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.
9.A.1b	Draw two-dimensional shapes.
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9.B.1c	Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.
9A.4	Recognize and describe shapes that have line symmetry.
9A.5	Identify geometric shapes and structures in the environment.
9A.2	Predict and describe the results of translations, rotations, and reflections of two-dimensional shapes.
9A.3	Identify, draw, and build polygons.
9B.1	Decompose a three-dimensional object into two-dimensional components.
9B.4	Identify and build a three-dimensional object from two-dimensional representations of that object.
9B.5	Apply geometric ideas and relationships to problems that arise in the classroom or in everyday life.
CC.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

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Alignment ID	Alignment Text
CC.2.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.
CC.2.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.
6C.2	Estimate sums and differences of one- or two-digit numbers.
6B.4	Connect repeated addition to multiplication.
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
6B.3	Explore multiplication and division through equal grouping and equal sharing of objects.
6B.5	Solve multiplication and division number sentences and word problems.
9.B.1b	Sort, classify and compare familiar shapes.
9B.2	Compare and sort two- and three-dimensional objects.
8A.2	Create rules for multiple sortings in a single set.

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Alignment ID	Alignment Text
CC.2.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.
CC.2.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.
6B.2	Construct number sentences to match word problems.
8A.5	Express mathematical relationships using equations.
CC.2.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.
6.B.1	Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.
6C.1	Develop and use strategies for whole number computations with a focus on addition and subtraction.
6B.1	Solve two-step addition and subtraction number sentences and word problems.
8A.1	Sort, classify, and order objects by multiple properties.
CC.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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Alignment ID	Alignment Text
7.A.1b	Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).
7A.4	Tell time using an analog clock.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
7A.6	Count, compare, and order sets of unlike coins.
CC.2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
CC.2.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.
CC.2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
CC.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
7A.1	Identify the type of measure (e.g., weight, height, volume, temperature) for each measurable attribute.
7B.2	Estimate standard measurements of length, weight, and capacity.

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Alignment ID	Alignment Text
7A.3	Perform simple unit conversions within a system of measurement (e.g., three feet is the same as a yard).
7A.2	Compare and order objects according to measurable attributes.
7C.1	Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, and temperature.
7.C.1	Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments).
7C.2	Explore and describe perimeter and area of real objects.
7A.5	Show and explain perimeter of an object by measuring and adding its linear units.
7C.3	Solve problems using perimeter and area of simple polygons.
9A.1	Specify locations using a coordinate system.
CC.2.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.
10.A.1a	Organize and display data using pictures, tallies, tables, charts or bar graphs.
10.B.1b	Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.

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Alignment ID	Alignment Text
10A.1	Organize and interpret simple data displays such as pictographs, tallies, tables, and bar graphs.
10A.2	Represent data using tables and graphs such as tallies and bar graphs.
CC.2.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.
6.A.1b	Identify and model fractions using concrete materials and pictorial representations.
6A.8	Describe parts of a whole using 1/2, 1/3, and 1/4.
6A.6	Describe parts of a set using 1/2, 1/3, and 1/4.
6A.3	Judge the size of fractions using models, benchmarks, and equivalent forms.
6A.4	Represent, order, label, and compare familiar fractions.
10C.2	Explain probability as a fractional part of a group to the whole group (e.g., A tossed coin can land on heads or tails; therefore, it should land on heads 1/2 of the time.)

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
6.3.02	Identify and write (in words and standard form) whole numbers up to 100,000.
6A.2	Extend initial understanding of place value and the base-ten number system using multiple models.
CC.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
9.3.03	Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., "heart symbol" is 2 units below "sun symbol", point A is 3 units to the right of point B).
9A.1	Specify locations using a coordinate system.
9A.4	Describe paths and movement using coordinate systems.
10.3.02	Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.
CC.3.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.
10A.2	Represent data using tables and graphs such as tallies and bar graphs.
10.3.01	Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.
10.A.1a	Organize and display data using pictures, tallies, tables, charts or bar graphs.

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Alignment ID	Alignment Text
10.B.1b	Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.
10A.1	Represent data using tables and graphs such as line plots and line graphs.
6C.2	Estimate sums and differences of one- or two-digit numbers.
6.3.11	Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e.g., 3×4=12, 30×4=120).
6B.6	Apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., 3 x 4 = 12, 30 x 4 = 120, 300 x 4 = 1200).
CC.3.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.
CC.3.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.
CC.3.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.
6B.1	Solve two-step addition and subtraction number sentences and word problems.
6B.3	Solve multi-step number sentences and word problems using whole numbers and the four basic operations.

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Alignment ID	Alignment Text
6.3.09	Solve problems and number sentences involving addition and subtraction with regrouping.
CC.3.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.
CC.3.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.
6.B.1	Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
8.D.1	Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.
6B.5	Solve multiplication and division number sentences and word problems.
6B.4	Select and use one of various algorithms to multiply and divide.
6.3.03	Recognize a fraction represented with a pictorial model.
6.3.07	Identify and locate whole numbers and halves on a number line.

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

Alignment ID	Alignment Text
CC.3.NF.1	Understand a fraction 1/
CC.3.NF.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
CC.3.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.
CC.3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
CC.3.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.
CC.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
6.A.1b	Identify and model fractions using concrete materials and pictorial representations.
6A.6	Describe parts of a set using 1/2, 1/3, and 1/4.
6A.3	Judge the size of fractions using models, benchmarks, and equivalent forms.
6A.5	Recognize and generate equivalent forms of familiar fractions.

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Alignment ID	Alignment Text
10C.2	Explain probability as a fractional part of a group to the whole group (e.g., A tossed coin can land on heads or tails; therefore, it should land on heads 1/2 of the time.)
6A.4	Represent fractions as parts of unit wholes, as parts of a set, as locations on a number line, and as divisions of whole numbers.
6D.1	Determine 50% and 100% of a given group in context.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6.3.06	Order and compare decimals expressed using monetary units.
6.3.10	Solve problems involving the value of a collection of bills and coins whose total value is $10.00 or less, and make change.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
7A.6	Count, compare, and order sets of unlike coins.
7A.7	Show equivalent amounts of money.
7C.4	Make change from a given amount using bills and coins.
7.3.01	Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).

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Alignment ID	Alignment Text
CC.3.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.
7A.4	Tell time using an analog clock.
7C.3	Solve problems using money and time.
7.3.07	Solve problems involving simple unit conversions within the same measurement system for time and length.
CC.3.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.
7.A.1a	Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.
7A.5	Describe relationships within units of time, money, and length (e.g., 12 inches in a foot).
7B.1	Develop and use common referents for linear measures to make comparisons and estimates.
7.3.02	Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).
7.3.05	Compare and estimate length (including perimeter), area, and weight/mass using referents.

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Alignment ID	Alignment Text
7.A.1b	Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).
7.A.1d	Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers.
7.B.1b	Compare estimated measures to actual measures taken with appropriate measuring instruments.
7B.2	Estimate standard measurements of length, weight, and capacity.
7A.2	Measure objects using standard units in the U.S. customary and metric systems.
7C.1	Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, and temperature.
9.3.02	Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
9.3.07	Identify the two-dimensional components of a three–dimensional object (e.g., a cube has square faces).
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9B.2	Compare and contrast attributes of two- and three-dimensional objects using appropriate vocabulary.
9A.6	Identify and label radius, diameter, chord, and circumference of a circle.
9A.8	Construct a circle with a specified radius or diameter using a compass.

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

Alignment ID	Alignment Text
9.3.01	Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.
CC.3.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.
9.B.1b	Sort, classify and compare familiar shapes.
9A.3	Identify, draw, and build polygons.
9A.5	Differentiate between polygons and non-polygons.
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
9.C.1	Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology.
8A.3	Recognize, describe, and extend geometric and numeric patterns.
8A.1	Extend geometric and simple numeric patterns using concrete objects or paper and pencil.

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Alignment ID	Alignment Text
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6.4.02	Identify and write (in words and standard form) whole numbers up to 1,000,000.
6.4.09	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
6.4.01	Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000,000.
6.4.05	Order and compare whole numbers up to 100,000.
CC.4.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.
CC.4.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.
CC.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
6.4.16	Make estimates appropriate to a given situation with whole numbers.
CC.4.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.

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Alignment ID	Alignment Text
6C.3	Select and use appropriate operation(s) and tool(s) (e.g., mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers, fractions, and decimals according to the context and nature of the computation.
6C.4	Determine and justify whether exact answers or estimates are appropriate.
8A.3	Identify errors in a given pattern.
8A.6	Describe a pattern with one operation, verbally and symbolically, given a table of input/output numbers.
8A.2	Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers.
8.4.01	Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).
8.B.2	Analyze a geometric pattern and express the results numerically.
9.C.2	Formulate logical arguments about geometric figures and patterns and communicate reasoning.
8A.5	Create, describe, and extend patterns.
CC.4.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.

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Alignment ID	Alignment Text
6B.5	Solve multiplication and division number sentences and word problems.
8C.1	Solve problems with whole numbers using appropriate field properties.
9.4.04	Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
9A.4	Describe paths using coordinate systems.
10.4.01	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
10.4.02	Create a pictograph, bar graph, tally chart, or table for a given set of data.
10.A.2a	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
10.B.2b	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
10A.2	Represent data using tables and graphs such as tallies and bar graphs.
10A.1	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
10A.3	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
CC.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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Alignment ID	Alignment Text
6.4.10	Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).
CC.4.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.
CC.4.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.
6.4.12	Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., 3×9=27, 30×9=270, 6÷3=2, 600÷3=200).
6B.4	Demonstrate fluency with basic multiplication and division facts.
CC.4.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.
6.4.03	Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction.
6.4.07	Order and compare fractions having like denominators with or without models.
6.4.08	Identify and locate whole numbers, halves, and fourths on a number line.

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Alignment ID	Alignment Text
CC.4.NF.1	Explain why a fraction
CC.4.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.
CC.4.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.
CC.4.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
6.C.2b	Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).
6A.4	Analyze how the size of the whole affects the size of the fraction (e.g., 1/2 of a large pizza is not the same as 1/2 of a small pizza).

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Alignment ID	Alignment Text
CC.4.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.
6.4.13	Model situations involving addition and subtraction of fractions with like denominators.
CC.4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CC.4.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.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6A.1	Represent, order, and compare decimals to demonstrate understanding of the place-value structure in the base-ten number system.
6.4.11	Solve problems involving the value of a collection of bills and coins whose total value is $100.00 or less, and make change.
7C.4	Make change from a given amount using bills and coins.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
6C.2	Estimate the sum or difference of a number sentence containing decimals using a variety of strategies.

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Alignment ID	Alignment Text
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
7.4.06	Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.
CC.4.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.
CC.4.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.
7.B.2b	Estimate conversions between measures within the customary and metric systems.
7A.3	Convert U.S. customary measurements into larger or smaller units with the help of conversion charts.
7A.4	Convert linear metric measurements into larger or smaller units with the help of a conversion chart.
7.4.02	Select and use appropriate standard units and tools to measure length (to the nearest ½ inch or ½ cm), time, and temperature.
7A.1	Measure angles using a protractor or angle ruler.

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Alignment ID	Alignment Text
7.4.03	Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).
7.4.04	Compare and estimate length (including perimeter), area, volume, and weight/mass using referents.
7.A.2a	Calculate, compare and convert length, perimeter, area, weight/mass and volume within the customary and metric systems.
7.C.2b	Construct or draw figures with given perimeters and areas.
7A.5	Show and explain perimeter of an object by measuring and adding its linear units.
7A.6	Show and explain the area of an object by counting square units.
7B.1	Develop and discuss strategies for estimating the perimeters, areas, and volumes of regular and non-regular shapes.
7C.2	Develop and discuss strategies for determining area and perimeter of irregular shapes.
7C.3	Develop and use formulas to determine the area of squares, rectangles, and right triangles.
CC.4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7B.2	Develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates.

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Alignment ID	Alignment Text
7C.1	Select and apply appropriate standard units and tools to measure the size of angles.
7A.2	Draw an angle of any given measure using a protractor or angle ruler.
9A.9	Copy a line segment or an angle using a straightedge and a compass.
9.4.05	Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.
9.B.2	Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry.
7.4.05	Determine the volume of a solid figure that shows cubic units.
9.4.01	Identify, describe, and sketch two–dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles.
9.4.02	Identify and describe three–dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
9.4.03	Differentiate between polygons and non–polygons.
9.4.06	Identify images resulting from flips (reflections), slides (translations), or turns (rotations).
9.4.07	Identify and sketch parallel and perpendicular lines.

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Alignment ID	Alignment Text
9.4.08	Identify and sketch right angles.
9.4.09	Identify the two–dimensional components of a three–dimensional object.
9.4.10	Identify a three–dimensional object from its net.
9.4.12	Identify congruent and similar figures by visual inspection.
CC.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CC.4.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.
CC.4.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.
9.A.2a	Build physical models of two- and three-dimensional shapes.
9.A.2c	Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology.
9A.3	Identify, draw, and build polygons.
9B.1	Decompose a three-dimensional object into two-dimensional components.

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Alignment ID	Alignment Text
9A.5	Differentiate between polygons and non-polygons.
7B.3	Estimate the perimeter, area, and/or volume of regular and irregular shapes and objects.
9A.1	Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.
9A.2	Classify two- or three-dimensional shapes according to their properties (e.g., regular and irregular, concave and convex, types of quadrilaterals, pyramids, and prisms).
9A.6	Identify and justify rotational symmetry in two- and three-dimensional shapes.
9A.7	Identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising, architecture).
9A.8	Identify, sketch, and build two- and three-dimensional shapes given attribute clues.
9B.3	Match a front, right side, and top view drawing with a three-dimensional model built with cubes.
9B.4	Identify and describe the five regular polyhedra.
CC.4.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.
8.A.2a	Identify, describe, extend and create geometric and numeric patterns.
8A.1	Describe, extend, and make generalizations about given geometric and numeric patterns.

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Alignment ID	Alignment Text
9B.5	Create regular and semi-regular tessellations using pattern blocks, other manipulatives, or technology.

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Alignment ID	Alignment Text
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6.5.01	Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000,000.
CC.5.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.
10.5.05	Apply the fundamental counting principle in a simple problem (e.g., How many different combinations of one–scoop ice cream cones can be made with 3 flavors and 2 types of cones?).
10C.1	List all possible outcomes of compound, independent events (e.g., toss a coin and spin a spinner).
10C.6	List outcomes by a variety of methods (e.g., tree diagram).
6.5.07	Order and compare whole numbers up to 1,000,000.
10.5.03	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
10.A.2b	Using a data set, determine mean, median, mode and range, with and without the use of technology.
10.B.2c	Analyze the data using mean, median, mode and range, as appropriate, with or without the use of technology.

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Alignment ID	Alignment Text
10A.4	Determine mean, median, mode, minimum value, maximum value, and range, and discuss what each does to help interpret a given set of data.
6.5.11	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers).
6B.1	Describe classes of numbers according to characteristics such as factors and multiples.
6A.5	Represent repeated factors using exponents.
6B.5	Explore and use divisibility rules.
6.5.14	Model situations involving addition and subtraction of fractions.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
CC.5.NF.4a	Interpret the product (
CC.5.NF.5.a	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.
CC.5.NF.5.b	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

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Alignment ID	Alignment Text
CC.5.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.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
6B.3	Demonstrate the meaning of multiplication of fractions (e.g., 1/2 x 3 is 1/2 of a group of three objects).
6.5.03	Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
CC.5.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.
6A.3	Identify fractional pieces that have the same value but different shapes.
6A.2	Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, fraction to decimal, decimal to percent, improper fraction to mixed number).
6.5.05	Read, write, recognize, and model decimals and their place values through thousandths.
CC.5.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.

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Alignment ID	Alignment Text
CC.5.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).
CC.5.NBT.4	Use place value understanding to round decimals to any place.
6.5.08	Order and compare decimals through hundredths.
CC.5.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.
6.A.2	Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.
6A.1	Place mixed numbers and decimals on a number line.
6A.4	Compare and order fractions and decimals efficiently and find their approximate position on a number line.
8.5.01	Determine a missing term in a sequence, extend a sequence, and identify errors in a sequence when given a description or sequence.
CC.5.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.
8.A.2a	Identify, describe, extend and create geometric and numeric patterns.

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Alignment ID	Alignment Text
8A.5	Create, describe, and extend patterns.
8A.6	Describe a pattern with one operation, verbally and symbolically, given a table of input/output numbers.
8A.1	Describe, extend, and make generalizations about given geometric and numeric patterns.
8A.2	Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers.
6.5.04	Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).
6.5.19	Read, write, recognize, and model percents (0%, 25%, 50%, 75%, and 100%).
6D.1	Solve number sentences and word problems using percents.
6D.2	Demonstrate and explain the meaning of percents, including greater than 100 and less than 1.
9.C.2	Formulate logical arguments about geometric figures and patterns and communicate reasoning.
10.A.2c	Make predictions and decisions based on data and communicate their reasoning.
9C.1	Make and test conjectures about mathematical properties and relationships and develop logical arguments to justify conclusions.

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Alignment ID	Alignment Text
CC.5.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.
CC.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
6B.4	Select and use one of various algorithms to multiply and divide.
6B.6	Solve multiplication number sentences and word problems with whole numbers and familiar fractions.
6.5.12	Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.
6.5.13	Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).
CC.5.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.

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Alignment ID	Alignment Text
6C.2	Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.
9A.9	Copy a line segment or an angle using a straightedge and a compass.
7A.2	Measure, with a greater degree of accuracy, any angle using a protractor or angle ruler.
7.5.02	Select and use appropriate standard units and tools to measure length (to the nearest ¼ inch or mm), mass/weight, capacity, and angles.
7.5.06	Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5ft 5in, 2lbs 2oz).
CC.5.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.
7.B.2b	Estimate conversions between measures within the customary and metric systems.
7A.3	Convert U.S. customary measurements into larger or smaller units with the help of conversion charts.
7A.4	Convert linear metric measurements into larger or smaller units with the help of a conversion chart.
7A.1	Convert U.S. customary and metric measurements into larger or smaller units.
7.5.03	Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).

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Alignment ID	Alignment Text
7.5.04	Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0° to 180°) using referents.
CC.5.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.
7.A.2a	Calculate, compare and convert length, perimeter, area, weight/mass and volume within the customary and metric systems.
7.C.2b	Construct or draw figures with given perimeters and areas.
7B.1	Develop and discuss strategies for estimating the perimeters, areas, and volumes of regular and non-regular shapes.
7B.2	Develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates.
7B.3	Estimate the perimeter, area, and/or volume of regular and irregular shapes and objects.
7C.2	Develop and discuss strategies for determining area and perimeter of irregular shapes.
7C.3	Develop and use formulas to determine the area of squares, rectangles, and right triangles.
7C.1	Select and justify an appropriate formula to find the area of triangles, parallelograms, and trapezoids.

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Alignment ID	Alignment Text
8.5.06	Translate between different representations (table, written, or pictorial) of whole number relationships.
8B.2	Represent and analyze patterns and functions using words, tables, and graphs.
8B.4	Identify, describe, and compare situations with constant and varying rates of change using words, tables, and graphs (e.g., two quantities that vary together are the length of the side of a square and its area).
10A.2	Select an appropriate graph format to display given data.
10.5.02	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
10.5.01	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
10.A.2a	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
10.B.2b	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
10A.3	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
10A.1	Construct, read, interpret, infer, predict, draw conclusions, and evaluate data from various displays, including circle graphs.

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Alignment ID	Alignment Text
9.5.05	Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
CC.5.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.,
CC.5.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.
9A.3	Read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane.
9A.4	Describe paths using coordinate systems.
9A.5	Determine the distance between points along horizontal and vertical lines of a coordinate system.
9A.1	Plot and read ordered pairs of numbers in all four quadrants.

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
6.3.02	Identify and write (in words and standard form) whole numbers up to 100,000.
6.3.03	Recognize a fraction represented with a pictorial model.
6.3.05	Order and compare whole numbers up to 10,000 using symbols (>, <, or =) and words (e.g., greater (more) than, less than, equal to, between).
6.3.07	Identify and locate whole numbers and halves on a number line.
6.3.08	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
6.3.14	Make estimates appropriate to a given situation with whole numbers.
8.3.01	Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).
CC.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
CC.3.NF.1	Understand a fraction 1/
CC.3.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.
CC.3.NF.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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Alignment ID	Alignment Text
CC.3.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.
6.A.1a	Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
6.A.1b	Identify and model fractions using concrete materials and pictorial representations.
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
6A.2	Extend initial understanding of place value and the base-ten number system using multiple models.
6A.5	Recognize and explain the concept of odd and even numbers.
6A.6	Describe parts of a set using 1/2, 1/3, and 1/4.
6A.7	Represent, order, label, and compare unit fractions using concrete materials.
6A.1	Represent, order, and compare whole numbers to demonstrate an understanding of the base-ten number system.
6A.3	Judge the size of fractions using models, benchmarks, and equivalent forms.
10C.2	Explain probability as a fractional part of a group to the whole group (e.g., A tossed coin can land on heads or tails; therefore, it should land on heads 1/2 of the time.)

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Alignment ID	Alignment Text
6A.4	Represent fractions as parts of unit wholes, as parts of a set, as locations on a number line, and as divisions of whole numbers.
6D.1	Determine 50% and 100% of a given group in context.
8A.1	Identify a number pattern, both increasing and decreasing, and extend the number sequence.
8A.5	Create, describe, and extend patterns.
6.3.10	Solve problems involving the value of a collection of bills and coins whose total value is $10.00 or less, and make change.
7.3.01	Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).
7.3.02	Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).
7.3.04	Solve problems involving the area of a figure when whole and half square units are shown within the figure.
7.3.05	Compare and estimate length (including perimeter), area, and weight/mass using referents.
9.3.01	Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.
9.3.04	Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.

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Alignment ID	Alignment Text
9.3.05	Identify images resulting from flips (reflections), slides (translations), or turns (rotations).
9.3.07	Identify the two-dimensional components of a three–dimensional object (e.g., a cube has square faces).
10.3.01	Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.
10.3.02	Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.
CC.3.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.
CC.3.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.
CC.3.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.
CC.3.MD.5.a	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.
CC.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by

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Alignment ID	Alignment Text
CC.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CC.3.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.
CC.3.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.
CC.3.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.
CC.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
7.A.1a	Measure length, volume and weight/mass using rulers, scales and other appropriate measuring instruments in the customary and metric systems.
7.A.1b	Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital).
7.A.1d	Read temperatures to the nearest degree from Celsius and Fahrenheit thermometers.
7.B.1a	Given a problem, describe possible methods for estimating a given measure.

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Alignment ID	Alignment Text
7.B.1b	Compare estimated measures to actual measures taken with appropriate measuring instruments.
7.C.1	Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments).
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9.B.1b	Sort, classify and compare familiar shapes.
9.B.1c	Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials.
10.A.1a	Organize and display data using pictures, tallies, tables, charts or bar graphs.
10.B.1b	Collect, organize and describe data using pictures, tallies, tables, charts or bar graphs.
7A.4	Tell time using an analog clock.
7C.2	Explore and describe perimeter and area of real objects.
7C.3	Solve problems using money and time.
9B.2	Compare and contrast attributes of two- and three-dimensional objects using appropriate vocabulary.
10A.1	Organize and interpret simple data displays such as pictographs, tallies, tables, and bar graphs.
7A.2	Measure objects using standard units in the U.S. customary and metric systems.

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Alignment ID	Alignment Text
7A.6	Show and explain the area of an object by counting square units.
7C.4	Make change from a given amount using bills and coins.
9A.2	Predict and describe the results of translations, rotations, and reflections of two-dimensional shapes.
10A.2	Represent data using tables and graphs such as tallies and bar graphs.
7B.1	Develop and discuss strategies for estimating the perimeters, areas, and volumes of regular and non-regular shapes.
7B.2	Develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates.
7C.1	Select and apply appropriate standard units and tools to measure the size of angles.
9A.5	Differentiate between polygons and non-polygons.
9.C.1	Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology.
6B.7	Select and use one of various algorithms to add and subtract.
6B.3	Solve multi-step number sentences and word problems using whole numbers and the four basic operations.
6.3.09	Solve problems and number sentences involving addition and subtraction with regrouping.

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Alignment ID	Alignment Text
8.3.03	Represent simple mathematical relationships with number sentences (equations and inequalities).
9.3.03	Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., "heart symbol" is 2 units below "sun symbol", point A is 3 units to the right of point B).
CC.3.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.
CC.3.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.
6.B.1	Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
8.A.1b	Solve simple number sentences (e.g., 2 + __ = 5).
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
8.D.1	Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.

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Alignment ID	Alignment Text
10.C.1a	Describe the concept of probability in relationship to likelihood and chance.
6B.1	Solve two-step addition and subtraction number sentences and word problems.
6C.1	Explain and use mental math strategies to solve simple addition and subtraction problems.
6B.5	Solve multiplication and division number sentences and word problems.
8A.4	Represent the idea of a variable as an unknown quantity using a letter or a symbol in a numerical sentence.
9A.1	Specify locations using a coordinate system.
10C.5	Understand that the measure of the likelihood of an event can be represented by a number from zero to one, inclusive.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6B.4	Select and use one of various algorithms to multiply and divide.
6C.2	Estimate the sum or difference of a number sentence containing decimals using a variety of strategies.
8A.3	Construct and solve simple number sentences using a symbol for a variable.
9A.3	Read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane.

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Alignment ID	Alignment Text
9A.4	Describe paths and movement using coordinate systems.
10C.1	List all possible outcomes of a single event and tell whether an outcome is certain, impossible, likely, or unlikely.

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Alignment ID	Alignment Text
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6.4.01	Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000,000.
6.4.02	Identify and write (in words and standard form) whole numbers up to 1,000,000.
6.4.03	Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction.
6.4.05	Order and compare whole numbers up to 100,000.
6.4.07	Order and compare fractions having like denominators with or without models.
6.4.09	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
6.4.16	Make estimates appropriate to a given situation with whole numbers.
8.4.01	Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).
CC.4.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.

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Alignment ID	Alignment Text
CC.4.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.
CC.4.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.
CC.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
CC.4.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.
6.A.2	Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.
8.A.2a	Identify, describe, extend and create geometric and numeric patterns.
8.A.2b	Construct and solve number sentences using a variable to represent an unknown quantity.
8.C.2	Explain operations and number properties including commutative, associative, distributive, transitive, zero, equality and order of operations.
6A.1	Represent, order, and compare whole numbers to demonstrate an understanding of the base-ten number system.

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Alignment ID	Alignment Text
6B.1	Describe classes of numbers according to characteristics such as factors and multiples.
8A.5	Create, describe, and extend patterns.
8A.6	Describe a pattern with one operation, verbally and symbolically, given a table of input/output numbers.
6A.4	Analyze how the size of the whole affects the size of the fraction (e.g., 1/2 of a large pizza is not the same as 1/2 of a small pizza).
6C.4	Determine and justify whether exact answers or estimates are appropriate.
8A.1	Describe, extend, and make generalizations about given geometric and numeric patterns.
8A.2	Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers.
7.4.02	Select and use appropriate standard units and tools to measure length (to the nearest ½ inch or ½ cm), time, and temperature.
7.4.03	Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).
7.4.04	Compare and estimate length (including perimeter), area, volume, and weight/mass using referents.
7.4.05	Determine the volume of a solid figure that shows cubic units.

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Alignment ID	Alignment Text
7.4.06	Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.
9.4.01	Identify, describe, and sketch two–dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and right angles.
9.4.02	Identify and describe three–dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
9.4.03	Differentiate between polygons and non–polygons.
9.4.05	Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.
9.4.06	Identify images resulting from flips (reflections), slides (translations), or turns (rotations).
9.4.07	Identify and sketch parallel and perpendicular lines.
9.4.08	Identify and sketch right angles.
9.4.09	Identify the two–dimensional components of a three–dimensional object.
9.4.10	Identify a three–dimensional object from its net.
9.4.12	Identify congruent and similar figures by visual inspection.

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Alignment ID	Alignment Text
10.4.01	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
10.4.02	Create a pictograph, bar graph, tally chart, or table for a given set of data.
CC.4.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.
CC.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CC.4.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.
CC.4.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.
7.A.2a	Calculate, compare and convert length, perimeter, area, weight/mass and volume within the customary and metric systems.
7.B.2a	Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems.
7.B.2b	Estimate conversions between measures within the customary and metric systems.

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Alignment ID	Alignment Text
7.C.2b	Construct or draw figures with given perimeters and areas.
9.A.2a	Build physical models of two- and three-dimensional shapes.
9.A.2c	Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology.
9.B.2	Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry.
10.A.2a	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
10.B.2b	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
7A.5	Show and explain perimeter of an object by measuring and adding its linear units.
7A.6	Show and explain the area of an object by counting square units.
9B.1	Decompose a three-dimensional object into two-dimensional components.
10A.2	Represent data using tables and graphs such as tallies and bar graphs.
7A.3	Convert U.S. customary measurements into larger or smaller units with the help of conversion charts.
7A.4	Convert linear metric measurements into larger or smaller units with the help of a conversion chart.

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Alignment ID	Alignment Text
7B.1	Develop and discuss strategies for estimating the perimeters, areas, and volumes of regular and non-regular shapes.
7B.2	Develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates.
7A.1	Convert U.S. customary and metric measurements into larger or smaller units.
7A.2	Draw an angle of any given measure using a protractor or angle ruler.
7B.3	Estimate the perimeter, area, and/or volume of regular and irregular shapes and objects.
7C.1	Select appropriate tools to measure, draw, or construct figures.
7C.2	Develop and discuss strategies for determining area and perimeter of irregular shapes.
7C.3	Develop and use formulas to determine the area of squares, rectangles, and right triangles.
9A.2	Classify two- or three-dimensional shapes according to their properties (e.g., regular and irregular, concave and convex, types of quadrilaterals, pyramids, and prisms).
9A.6	Identify and justify rotational symmetry in two- and three-dimensional shapes.
9A.7	Identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising, architecture).
9A.8	Identify, sketch, and build two- and three-dimensional shapes given attribute clues.

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Alignment ID	Alignment Text
9B.3	Match a front, right side, and top view drawing with a three-dimensional model built with cubes.
9B.4	Identify and describe the five regular polyhedra.
10A.1	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
10A.3	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
6.C.2b	Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.
9.C.2	Formulate logical arguments about geometric figures and patterns and communicate reasoning.
10.A.2c	Make predictions and decisions based on data and communicate their reasoning.
6C.3	Select and use appropriate operation(s) and tool(s) (e.g., mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers, fractions, and decimals according to the context and nature of the computation.
9C.1	Make and test conjectures about mathematical properties and relationships and develop logical arguments to justify conclusions.

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Alignment ID	Alignment Text
6.4.10	Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).
6.4.11	Solve problems involving the value of a collection of bills and coins whose total value is $100.00 or less, and make change.
6.4.12	Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., 3×9=27, 30×9=270, 6÷3=2, 600÷3=200).
6.4.13	Model situations involving addition and subtraction of fractions with like denominators.
8.4.06	Represent simple mathematical relationships with number sentences (equations and inequalities).
9.4.04	Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
CC.4.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.
CC.4.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.
CC.4.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.

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Alignment ID	Alignment Text
CC.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
CC.4.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.
CC.4.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.
CC.4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CC.4.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.
CC.4.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.
CC.4.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.

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Alignment ID	Alignment Text
CC.4.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
10.A.2b	Using a data set, determine mean, median, mode and range, with and without the use of technology.
10.B.2c	Analyze the data using mean, median, mode and range, as appropriate, with or without the use of technology.
10.C.2b	Compare the likelihood of events in terms of certain, more likely, less likely or impossible.
6B.4	Demonstrate fluency with basic multiplication and division facts.
6B.5	Solve multiplication and division number sentences and word problems.
7C.4	Make change from a given amount using bills and coins.
8A.4	Represent the idea of a variable as an unknown quantity using a letter or a symbol in a numerical sentence.
9A.1	Specify locations using a coordinate system.

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Alignment ID	Alignment Text
10C.5	Understand that the measure of the likelihood of an event can be represented by a number from zero to one, inclusive.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6B.3	Solve multi-step number sentences and word problems using whole numbers and the four basic operations.
6C.2	Estimate the sum or difference of a number sentence containing decimals using a variety of strategies.
8A.3	Construct and solve simple number sentences using a symbol for a variable.
9A.3	Read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane.
10C.1	List all possible outcomes of a single event and tell whether an outcome is certain, impossible, likely, or unlikely.
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).
6B.6	Solve number sentences and word problems using addition and subtraction of fractions with unlike denominators.
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
9A.4	Describe paths using coordinate systems.

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Alignment ID	Alignment Text
9A.5	Determine the distance between points along horizontal and vertical lines of a coordinate system.
10A.4	Determine mean, median, mode, minimum value, maximum value, and range, and discuss what each does to help interpret a given set of data.
10C.2	Assign a value of zero to probabilities that are impossible and a value of one to probabilities that are certain.

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Alignment ID	Alignment Text
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6.5.01	Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000,000.
6.5.03	Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
6.5.04	Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).
6.5.05	Read, write, recognize, and model decimals and their place values through thousandths.
6.5.07	Order and compare whole numbers up to 1,000,000.
6.5.08	Order and compare decimals through hundredths.
6.5.09	Order and compare fractions having like or unlike denominators with or without models.
6.5.10	Identify and locate whole numbers, halves, fourths, and thirds on a number line.
6.5.11	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers).
6.5.15	Solve problems involving the commutative, distributive, and identity properties of operations on whole numbers [e.g., 37 × 46 = 46 × 37, 270×5= (200×5) + (70×5)].

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Alignment ID	Alignment Text
8.5.01	Determine a missing term in a sequence, extend a sequence, and identify errors in a sequence when given a description or sequence.
CC.5.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.
CC.5.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).
CC.5.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.
CC.5.NBT.4	Use place value understanding to round decimals to any place.
CC.5.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.
6.A.2	Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.
8.A.2a	Identify, describe, extend and create geometric and numeric patterns.
8.C.2	Explain operations and number properties including commutative, associative, distributive, transitive, zero, equality and order of operations.

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Alignment ID	Alignment Text
6B.1	Describe classes of numbers according to characteristics such as factors and multiples.
8A.5	Create, describe, and extend patterns.
8A.6	Describe a pattern with one operation, verbally and symbolically, given a table of input/output numbers.
6A.2	Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, fraction to decimal, decimal to percent, improper fraction to mixed number).
8A.2	Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers.
6A.1	Represent place values from units through billions using powers of ten.
6A.5	Represent repeated factors using exponents.
8A.1	Investigate, extend, and describe arithmetic and geometric sequences of numbers whether presented in numeric or pictorial form.
8C.1	Identify and explain incorrect uses of the commutative, associative, and distributive properties.
8C.2	Identify and provide examples of the identity property of addition and multiplication.
7.5.01	Solve problems involving elapsed time in compound units.

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Alignment ID	Alignment Text
7.5.02	Select and use appropriate standard units and tools to measure length (to the nearest ¼ inch or mm), mass/weight, capacity, and angles.
7.5.03	Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).
7.5.04	Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0° to 180°) using referents.
7.5.06	Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5ft 5in, 2lbs 2oz).
9.5.01	Classify, describe, and sketch two–dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse).
9.5.02	Identify and describe three–dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
9.5.04	Identify, describe, and sketch circles, including radius and diameter.
9.5.06	Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.
9.5.07	Identify, describe, and predict results of reflections, translations, and rotations of two–dimensional shapes.

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Alignment ID	Alignment Text
9.5.08	Identify and sketch parallel, perpendicular, and intersecting lines.
9.5.09	Identify and sketch acute, right, and obtuse angles.
9.5.10	Identify the two–dimensional components of a three–dimensional object.
9.5.11	Identify a three–dimensional object from its net.
9.5.13	Identify congruent and similar figures by visual inspection.
10.5.01	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
10.5.02	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
CC.5.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.
CC.5.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.
CC.5.MD.3.a	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.
CC.5.MD.3.b	A solid figure which can be packed without gaps or overlaps using

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Alignment ID	Alignment Text
CC.5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
CC.5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
CC.5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
7.A.2a	Calculate, compare and convert length, perimeter, area, weight/mass and volume within the customary and metric systems.
7.B.2a	Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems.
7.B.2b	Estimate conversions between measures within the customary and metric systems.
7.C.2b	Construct or draw figures with given perimeters and areas.
9.A.2a	Build physical models of two- and three-dimensional shapes.
9.A.2c	Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology.
9.B.2	Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry.
10.A.2a	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.

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Alignment ID	Alignment Text
10.B.2b	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
7A.3	Convert U.S. customary measurements into larger or smaller units with the help of conversion charts.
7A.4	Convert linear metric measurements into larger or smaller units with the help of a conversion chart.
7B.2	Develop and use common referents for volume, weight/mass, capacity, area, and angle measures to make comparisons and estimates.
7A.1	Convert U.S. customary and metric measurements into larger or smaller units.
7A.2	Draw an angle of any given measure using a protractor or angle ruler.
7B.3	Estimate the perimeter, area, and/or volume of regular and irregular shapes and objects.
7C.3	Develop and use formulas to determine the area of squares, rectangles, and right triangles.
9A.2	Classify two- or three-dimensional shapes according to their properties (e.g., regular and irregular, concave and convex, types of quadrilaterals, pyramids, and prisms).
9A.6	Identify and justify rotational symmetry in two- and three-dimensional shapes.
9A.7	Identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising, architecture).
9A.8	Identify, sketch, and build two- and three-dimensional shapes given attribute clues.

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Alignment ID	Alignment Text
9B.3	Match a front, right side, and top view drawing with a three-dimensional model built with cubes.
10A.3	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
7B.1	Estimate distance, weight, temperature, and elapsed time using reasonable units and with acceptable levels of accuracy.
7C.1	Select and justify an appropriate formula to find the area of triangles, parallelograms, and trapezoids.
7C.2	Select an appropriate formula or strategy to find the surface area and volume of rectangular and triangular prisms.
9B.4	Create a three-dimensional object from any two-dimensional representation of the object, including multiple views, nets, or technological representations.
10A.1	Construct, read, interpret, infer, predict, draw conclusions, and evaluate data from various displays, including circle graphs.
6.C.2b	Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.
9.C.2	Formulate logical arguments about geometric figures and patterns and communicate reasoning.
10.A.2c	Make predictions and decisions based on data and communicate their reasoning.

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Alignment ID	Alignment Text
6C.3	Select and use appropriate operation(s) and tool(s) (e.g., mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers, fractions, and decimals according to the context and nature of the computation.
9C.1	Make and test conjectures about mathematical properties and relationships and develop logical arguments to justify conclusions.
6.5.12	Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.
6.5.13	Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).
6.5.14	Model situations involving addition and subtraction of fractions.
9.5.05	Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
10.5.03	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
CC.5.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.
CC.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.

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Alignment ID	Alignment Text
CC.5.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.
CC.5.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.
CC.5.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.
CC.5.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.
CC.5.NF.4a	Interpret the product (
CC.5.NF.5.a	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.
CC.5.NF.5.b	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

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Alignment ID	Alignment Text
CC.5.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.
CC.5.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.,
CC.5.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
10.A.2b	Using a data set, determine mean, median, mode and range, with and without the use of technology.
10.B.2c	Analyze the data using mean, median, mode and range, as appropriate, with or without the use of technology.
10.C.2b	Compare the likelihood of events in terms of certain, more likely, less likely or impossible.

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Alignment ID	Alignment Text
6A.4	Represent fractions as parts of unit wholes, as parts of a set, as locations on a number line, and as divisions of whole numbers.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6B.4	Select and use one of various algorithms to multiply and divide.
9A.3	Read and plot ordered pairs of numbers in the positive quadrant of the Cartesian plane.
10C.1	List all possible outcomes of a single event and tell whether an outcome is certain, impossible, likely, or unlikely.
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
9A.4	Describe paths using coordinate systems.
9A.5	Determine the distance between points along horizontal and vertical lines of a coordinate system.
10A.4	Determine mean, median, mode, minimum value, maximum value, and range, and discuss what each does to help interpret a given set of data.
10C.2	Assign a value of zero to probabilities that are impossible and a value of one to probabilities that are certain.

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Alignment ID	Alignment Text
6B.3	Demonstrate the meaning of multiplication of fractions (e.g., 1/2 x 3 is 1/2 of a group of three objects).
6B.6	Solve multiplication number sentences and word problems with whole numbers and familiar fractions.
6C.1	Select and use appropriate operations, methods, and tools to compute or estimate using whole numbers with natural number exponents.
6C.2	Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.
8A.3	Express properties of numbers and operations using variables (e.g., the commutative property is m + n = n + m).
9A.1	Plot and read ordered pairs of numbers in all four quadrants.

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Alignment ID	Alignment Text
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6.6.03	Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
6.6.04	Recognize, translate between, and apply multiple representations of decimals, fractions, percents (less than 100%), and mixed numbers (halves, quarters, fifths, and tenths).
6.6.05	Read, write, recognize, and model equivalent representations of decimals and their place values through thousandths.
6.6.08	Order and compare decimals through thousandths.
6.6.09	Order and compare fractions and mixed numbers having like or unlike denominators.
6.6.11	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers, primes).
6.6.16	Solve problems involving the commutative, distributive, and associative properties of operations on whole numbers [e.g., (5×7)×2 = 5×(7×2)].
CC.6.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.
6.A.3	Represent fractions, decimals, percentages, exponents and scientific notation in equivalent forms.

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Alignment ID	Alignment Text
6.B.3b	Apply primes, factors, divisors, multiples, common factors and common multiples in solving problems.
8.A.3a	Apply the basic properties of commutative, associative, distributive, transitive, inverse, identity, zero, equality and order of operations to solve problems.
8.D.3c	Apply properties of powers, perfect squares and square roots.
6A.1	Place mixed numbers and decimals on a number line.
6B.1	Determine whether a number is prime or composite.
6B.2	Identify all the whole number factors of a composite number.
8A.2	Describe a pattern, with at least two operations, verbally and symbolically, given a table of input/output numbers.
6A.2	Represent, order, compare, and graph integers.
6A.4	Compare and order fractions and decimals efficiently and find their approximate position on a number line.
6A.5	Represent repeated factors using exponents.
8A.1	Investigate, extend, and describe arithmetic and geometric sequences of numbers whether presented in numeric or pictorial form.
8C.1	Identify and explain incorrect uses of the commutative, associative, and distributive properties.

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Alignment ID	Alignment Text
8C.2	Identify and provide examples of the identity property of addition and multiplication.
7.6.01	Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles.
7.6.02	Solve problems involving the perimeter and area of a triangle, parallelogram, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).
7.6.03	Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0° to 180°) using referents.
7.6.05	Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5ft 5in, 2lbs 2oz).
9.6.02	Identify and describe three–dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
9.6.03	Solve problems using properties of triangles and quadrilaterals (e.g., sum of interior angles of a quadrilateral is 360°).
9.6.04	Identify, describe, and sketch circles, including radius, diameter, and chord.
9.6.06	Identify, describe, and predict results of reflections, translations, and rotations of two–dimensional shapes.
9.6.07	Identify and sketch parallel, perpendicular, and intersecting lines.

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Alignment ID	Alignment Text
9.6.09	Identify a three–dimensional object from its net.
9.6.10	Recognize which attributes (such as shape, perimeter, and area) change or don't change when plane figures are composed, decomposed, or rearranged.
9.6.11	Identify congruent and similar figures by visual inspection.
10.6.01	Read, interpret, and make predictions from data represented in a bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
10.6.03	Create a bar graph, chart/table, line graph, or circle graph with common referents (1/4, 50%, .75) for a given set of data.
CC.6.RP.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
CC.6.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.
7.A.3a	Measure length, capacity, weight/mass and angles using sophisticated instruments (e.g., compass, protractor, trundle wheel).
7.A.3b	Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations.
7.B.3	Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required.

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Alignment ID	Alignment Text
7.C.3b	Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions.
9.A.3c	Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints).
9.B.3	Identify, describe, classify and compare two- and three- dimensional geometric figures and models according to their properties.
10.A.3a	Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data.
10.A.3c	Test the reasonableness of an argument based on data and communicate their findings.
7A.1	Convert U.S. customary and metric measurements into larger or smaller units.
7A.2	Draw an angle of any given measure using a protractor or angle ruler.
7B.3	Estimate the perimeter, area, and/or volume of regular and irregular shapes and objects.
9A.2	Classify two- or three-dimensional shapes according to their properties (e.g., regular and irregular, concave and convex, types of quadrilaterals, pyramids, and prisms).
9A.7	Identify and describe how geometric figures are used in practical settings (e.g., construction, art, advertising, architecture).

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Alignment ID	Alignment Text
9A.8	Identify, sketch, and build two- and three-dimensional shapes given attribute clues.
9B.3	Match a front, right side, and top view drawing with a three-dimensional model built with cubes.
10A.3	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
7C.2	Select an appropriate formula or strategy to find the surface area and volume of rectangular and triangular prisms.
9B.4	Create a three-dimensional object from any two-dimensional representation of the object, including multiple views, nets, or technological representations.
7B.1	Estimate angle measure, area, and volume using reasonable units and with acceptable levels of accuracy.
7B.2	Determine and describe acceptable levels of accuracy in estimation situations.
7C.1	Select and use appropriate units and tools to measure volume, surface area, and mass/weight accurately for a given situation.
7C.3	Select and explain an appropriate formula or strategy to find the surface area and volume of rectangular and triangular pyramids, cylinders and cones.
7C.4	Solve simple problems involving rate, time, and distance.
7C.5	Solve problems involving mixed units of the same attribute, including time, money, length, and area.

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Alignment ID	Alignment Text
7C.7	Develop and discuss strategies to find the area of combined shapes.
9A.3	Examine and describe line or rotational symmetry of objects in terms of transformations.
9A.6	Determine the relationship among the number of edges, faces, and vertices in a three-dimensional object.
9B.1	Describe, classify, and justify relationships among types of two- and three-dimensional objects using their defining properties.
9C.4	Justify the properties of angles formed by parallel lines cut by a transversal using appropriate terminology.
10A.1	Construct, read, interpret, infer, predict, draw conclusions, and evaluate data from various displays, including box and whiskers plots.
9.C.3a	Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns.
6C.3	Select and use appropriate operation(s) and tool(s) (e.g., mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers, fractions, and decimals according to the context and nature of the computation.
9C.1	Make and test conjectures about mathematical properties and relationships and develop logical arguments to justify conclusions.
6.6.12	Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.

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Alignment ID	Alignment Text
6.6.13	Solve problems and number sentences involving addition, subtraction, and multiplication of decimals.
6.6.14	Solve problems involving addition and subtraction of fractions and mixed numbers, and express answers in simplest form.
6.6.21	Solve number sentences and problems involving percents.
8.6.05	Select a table of values that satisfies a linear equation, and recognize the ordered pairs on a rectangular coordinate system.
9.6.05	Graph, locate, identify points, describe paths, and plot figures using ordered pairs (first quadrant).
10.6.04	Determine the mode, range, median, and mean, given a set of data or a graph.
CC.6.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.
CC.6.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.
CC.6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
CC.6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

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Alignment ID	Alignment Text
CC.6.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.
CC.6.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.
CC.6.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.
CC.6.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.
CC.6.SP.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
6.B.3a	Solve practical computation problems involving whole numbers, integers and rational numbers.
6.C.3a	Select computational procedures and solve problems with whole numbers, fractions, decimals, percents and proportions.
10.A.3b	Compare the mean, median, mode and range, with and without the use of technology.
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).

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Alignment ID	Alignment Text
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
6D.2	Model the concept of percent using manipulatives or drawings.
9A.4	Describe paths using coordinate systems.
9A.5	Determine the distance between points along horizontal and vertical lines of a coordinate system.
10A.4	Determine mean, median, mode, minimum value, maximum value, and range, and discuss what each does to help interpret a given set of data.
10C.2	Assign a value of zero to probabilities that are impossible and a value of one to probabilities that are certain.
6B.3	Demonstrate the meaning of multiplication of fractions (e.g., 1/2 x 3 is 1/2 of a group of three objects).
6B.6	Solve multiplication number sentences and word problems with whole numbers and familiar fractions.
6C.1	Select and use appropriate operations, methods, and tools to compute or estimate using whole numbers with natural number exponents.
6C.2	Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.
8A.3	Express properties of numbers and operations using variables (e.g., the commutative property is m + n = n + m).

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Alignment ID	Alignment Text
9A.1	Plot and read ordered pairs of numbers in all four quadrants.
6B.4	Demonstrate and describe the effects of multiplying or dividing by a fraction less than or greater than one.
6D.1	Work flexibly with fractions, decimals, and percents to solve number sentences and word problems (e. g., 50% of 10 is the same as 1/2 of 10 is the same as 0.5 x 10).

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Alignment ID	Alignment Text
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1.3.28	Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).
1B.1	Read fiction and non-fiction materials for specific purposes.
1.3.09	Use synonyms to define words.
1.3.10	Use antonyms to define words.
5A.6	Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
5A.4	Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book.
5A.3.4	Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information.
5B.1	Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.
1.3.01	Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).
1.3.06	Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).

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Alignment ID	Alignment Text
1.3.15	Determine which illustrations support the meaning of a passage.
1.3.16	Determine which charts and graphs support the meaning of a passage.
1.3.17	Identify explicit and implicit main ideas.
1.3.20	Determine the answer to a literal or simple inference question regarding the meaning of a passage.
1.3.21	Distinguish the main ideas and supporting details in any text.
1.3.22	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
1.3.24	Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.
1.3.25	Differentiate between fact and opinion.
1.3.26	Draw conclusions from information in maps, charts, and graphs.
2.3.10	Identify the following forms and genres: short story, poem, fairy tale, tall tale, fable, nonfiction, and essay.
CC.K-12.L.R.3	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.

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Alignment ID	Alignment Text
CC.K-12.L.R.4	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.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.K-12.L.R.6	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.
CC.K-12.R.R.1	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.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.K-12.R.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CC.3.R.L.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Alignment ID	Alignment Text
CC.3.R.L.2	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.
CC.3.R.L.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CC.3.R.L.5	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.
CC.3.R.L.10	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.
CC.3.R.I.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.3.R.I.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.3.R.I.3	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.
CC.3.R.I.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CC.3.R.I.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CC.3.R.I.6	Distinguish their own point of view from that of the author of a text.

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Alignment ID	Alignment Text
CC.3.R.I.7	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).
CC.3.R.I.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CC.3.R.I.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CC.3.R.I.10	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.
CC.3.R.F.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.3.R.F.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
CC.3.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CC.3.L.4.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).
CC.3.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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Alignment ID	Alignment Text
1.B.1b	Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1.C.1f	Use information presented in simple tables, maps and charts to form an interpretation.
2.A.1b	Classify literary works as fiction or nonfiction.
2.A.1c	Describe differences between prose and poetry.
1B.5	Recognize when understanding requires re-reading to clarify meaning.
1C.1	Respond to analytical and interpretive questions based on information in text.
2A.3	Define unfamiliar vocabulary.
2A.4	Identify the topic or main idea (theme).
2B.3	Re-enact and retell selections (e.g., stories, songs, poems).
2B.4	Make a reasonable judgment with support from the text.
5C.9	Explain information using a drawing, graphic aids, oral presentation, available technology, or developmental writing.

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Alignment ID	Alignment Text
1B.2	Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1C.3	Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1C.6	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
2A.5	Define unfamiliar vocabulary.
2A.8	Classify major types of nonfiction (e.g., essay, biography, autobiography).
2A.12	Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
4A.2	Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
1A.4	Use word origins to construct the meanings of new words.
1A.6	Recognize the difference between denotative and connotative meanings of words.
1A.8	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.
1B.3	Infer before, during, and after reading.

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Alignment ID	Alignment Text
1B.4	Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
1B.6	Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
1B.7	Identify explicit and implicit main ideas.
1B.8	Differentiate between fact and opinion.
1B.9	Infer cause/effect relation-ships in expository text.
1B.11	Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1B.13	Generalize meanings from figurative language.
1B.14	Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
1C.2	Use evidence in text to respond to open-ended questions.
1C.5	Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1C.7	Make generalizations based on relevant information from expository text.
1C.8	Recognize main ideas and secondary ideas in expository text.

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Alignment ID	Alignment Text
1C.12	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
1C.13	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.6	Make inferences about character traits and check text for verification.
2A.7	Analyze unfamiliar vocabulary.
2A.9	Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
2A.11	Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme).
2B.1	Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2B.2	Support an interpretation by citing the text.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
4A.5	Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
5B.3	Distinguish between main ideas and supporting details.

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Alignment ID	Alignment Text
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
1.3.07	Determine the meaning of unknown words using within-sentence clues.
1.3.08	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.3.11	Determine the word that best fits a given context.
CC.K-12.R.R.4	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.
CC.3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CC.3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CC.3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
1.A.1b	Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1A.3	Discuss the meanings of new words encountered in independent and group activities.
1A.7	Use context and previous experience to determine the meanings of unfamiliar words in text.

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Alignment ID	Alignment Text
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
1A.2	Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
1A.5	Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.

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Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
2.4.01	Differentiate among the literary elements of plot, character, setting, and theme.
2.4.05	Identify author's message.
2.A.2b	Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
1C.4	Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
CC.4.R.L.5	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.
2.A.2a	Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
2.A.2c	Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).
2A.2	Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.
2A.3	Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).

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Alignment ID	Alignment Text
2.4.13	Identify the following forms and genres: myth or legend, short story, folktale, nonfiction, poem.
CC.4.R.L.9	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.
1.4.23	Differentiate between fact and opinion.
4A.2	Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
1B.8	Differentiate between fact and opinion.
1.4.05	Use synonyms to define words.
1.4.06	Use antonyms to define words.
1.A.2a	Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
1.4.01	Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).
1.4.03	Determine the meaning of unknown compound words by applying knowledge of known individual words (e.g., watchman).

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Alignment ID	Alignment Text
1.4.08	Determine the correct use of homonyms using context clues.
1.4.11	Use information in charts, graphs, and diagrams to help understand a reading passage.
1.4.12	Determine the purpose of features of informational text (e.g., bold print, key words, graphics).
1.4.13	Distinguish between minor and significant details in a passage.
1.4.14	Identify explicit and implicit main ideas.
1.4.17	Determine the answer to a literal or simple inference question regarding the meaning of a passage.
1.4.18	Distinguish the main ideas and supporting details in any text.
1.4.19	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
1.4.20	Summarize a story passage or text, or identify the best summary.
1.4.21	Identify or summarize the order of events in a story.
1.4.22	Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.
1.4.24	Draw conclusions from information in maps, charts, graphs, and diagrams.

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Alignment ID	Alignment Text
1.4.26	Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).
2.4.14	Identify whether a given nonfiction passage is narrative, persuasive, or expository.
CC.K-12.L.R.3	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.
CC.K-12.L.R.4	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.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.K-12.L.R.6	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.
CC.K-12.R.R.1	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.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.

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Alignment ID	Alignment Text
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.K-12.R.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CC.4.R.L.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.4.R.L.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CC.4.R.L.3	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).
CC.4.R.L.4	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).
CC.4.R.L.7	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.
CC.4.R.L.10	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.
CC.4.R.I.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.4.R.I.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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Alignment ID	Alignment Text
CC.4.R.I.3	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.
CC.4.R.I.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CC.4.R.I.5	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.
CC.4.R.I.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CC.4.R.I.7	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.
CC.4.R.I.8	Explain how an author uses reasons and evidence to support particular points in a text.
CC.4.R.I.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CC.4.R.I.10	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.
CC.4.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Alignment ID	Alignment Text
CC.4.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
CC.4.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CC.4.L.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
1.B.2c	Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
1.C.2b	Make and support inferences and form interpretations about main themes and topics.
1.C.2d	Summarize and make generalizations from content and relate to purpose of material.
1.C.2f	Connect information presented in tables, maps and charts to printed or electronic text.
2.B.2a	Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
1B.2	Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1C.3	Identify important themes and topics by using relevant and accurate references to provide a valid interpretation of text.
1C.6	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.

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Alignment ID	Alignment Text
4A.8	Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).
1A.4	Use word origins to construct the meanings of new words.
1A.6	Recognize the difference between denotative and connotative meanings of words.
1B.3	Infer before, during, and after reading.
1B.4	Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
1B.6	Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
1B.7	Identify explicit and implicit main ideas.
1B.10	Paraphrase/summarize information in a text.
1B.11	Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1B.13	Generalize meanings from figurative language.
1B.14	Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
1C.2	Use evidence in text to respond to open-ended questions.

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Alignment ID	Alignment Text
1C.5	Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1C.8	Recognize main ideas and secondary ideas in expository text.
1C.9	Paraphrase/summarize narrative text according to text structure.
1C.13	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.4	Identify and discuss the elements of plot and subplot.
2A.9	Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
2B.1	Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
4A.4	Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
5B.3	Distinguish between main ideas and supporting details.
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
1B.5	Distinguish between significant and minor details.

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Alignment ID	Alignment Text
1B.9	Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.
1C.1	Use evidence in text to form and refine questions, predictions, and hypotheses.
1C.7	Synthesize key points (ideas) and supporting details to form conclusions.
1C.12	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.1	Read a wide range of fiction.
2A.8	Identify ways in which fiction and nonfiction works are organized differently.
2B.2	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2B.3	Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
2B.5	Make inferences and draw conclusions about contexts, events, character, and settings.
2B.7	Support plausible interpretations with evidence from the text.
4A.5	Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).

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Alignment ID	Alignment Text
1.4.04	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.4.07	Determine the word that best fits a given context.
CC.K-12.R.R.4	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.
CC.4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CC.4.L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
CC.4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
1.A.2b	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
1A.3	Discuss the meanings of new words encountered in independent and group activities.
1A.7	Use context and previous experience to determine the meanings of unfamiliar words in text.
2A.5	Define unfamiliar vocabulary.

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Alignment ID	Alignment Text
1A.5	Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
2A.7	Analyze unfamiliar vocabulary.
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.
1A.2	Learn and use root words, prefixes, and suffixes to understand word meanings.
1A.8	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.
2A.6	Analyze the use of unfamiliar vocabulary.

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Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
5A.3.4	Use text aids (e.g., table of contents, glossary, captions, chapter heading, index) to locate information.
5B.1	Use organizational features of text and available technology (e.g., glossary, table of contents, indexes, icons, word search) to analyze and evaluate information.
2.5.01	Differentiate among the literary elements of plot, character, setting, and theme.
2.5.04	Identify the author's message or theme.
2A.2	Identify and compare themes or messages in various selections.
1C.4	Compare the theme, topic, text structure, and story elements of various selections within a content area.
2A.4	Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.
2.5.14	Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, and essay.
CC.5.R.L.3	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).
CC.5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Alignment ID	Alignment Text
1.5.05	Determine the meaning of a word in context when the word has multiple meanings.
CC.5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
1A.2	Use prefixes, suffixes, and root words to understand word meanings.
1.5.15	Identify cause and effect organizational patterns in fiction.
1.5.21	Identify the causes of events in a story or nonfiction account.
CC.5.R.L.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CC.5.R.L.10	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.
2.A.2c	Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
2A.10	Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).

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Alignment ID	Alignment Text
1.5.01	Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).
1.5.06	Determine the correct use of homonyms, idioms, and analogies using context clues.
1.5.10	Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).
1.5.11	Distinguish between minor and significant details in a passage.
1.5.12	Identify explicit and implicit main ideas.
1.5.16	Determine the answer to a literal or simple inference question regarding the meaning of a passage.
1.5.17	Distinguish the main ideas and supporting details in any text.
1.5.18	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
1.5.22	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
1.5.23	Differentiate between fact and opinion.
1.5.24	Draw conclusions from information in maps, charts, graphs, and diagrams.

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Alignment ID	Alignment Text
1.5.25	Interpret an image based on information provided in a passage.
1.5.27	Determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).
CC.K-12.L.R.3	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.
CC.K-12.L.R.6	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.
CC.K-12.R.R.1	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.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.K-12.R.R.4	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.
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Alignment ID	Alignment Text
CC.K-12.R.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CC.5.R.L.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.5.R.L.2	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.
CC.5.R.L.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CC.5.R.L.7	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).
CC.5.R.I.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CC.5.R.I.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CC.5.R.I.3	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.
CC.5.R.I.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

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Alignment ID	Alignment Text
CC.5.R.I.5	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.
CC.5.R.I.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CC.5.R.I.7	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.
CC.5.R.I.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CC.5.R.I.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CC.5.R.I.10	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.
CC.5.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.5.W.9.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]").
CC.5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Alignment ID	Alignment Text
CC.5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CC.5.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CC.5.L.5.a	Interpret figurative language, including similes and metaphors, in context.
CC.5.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
1.A.2b	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
1.B.2b	Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
1.B.2c	Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
1.C.2b	Make and support inferences and form interpretations about main themes and topics.
1.C.2d	Summarize and make generalizations from content and relate to purpose of material.
1.C.2f	Connect information presented in tables, maps and charts to printed or electronic text.
2.A.2b	Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.

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Alignment ID	Alignment Text
2.B.2a	Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
1A.8	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.
1B.4	Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
1B.10	Paraphrase/summarize information in a text.
1B.13	Generalize meanings from figurative language.
1C.2	Use evidence in text to respond to open-ended questions.
1C.9	Paraphrase/summarize narrative text according to text structure.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
4A.4	Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
5B.3	Distinguish between main ideas and supporting details.
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., word patterns, structural analyses) within context to identify unknown words.

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Alignment ID	Alignment Text
1B.5	Distinguish between significant and minor details.
1B.9	Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.
1C.1	Use evidence in text to form and refine questions, predictions, and hypotheses.
1C.7	Synthesize key points (ideas) and supporting details to form conclusions.
1C.12	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.3	Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).
2A.5	Make inferences about character traits and check text for verification.
2A.6	Analyze the use of unfamiliar vocabulary.
2A.7	Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.
2B.2	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2B.3	Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).

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Alignment ID	Alignment Text
2B.5	Make inferences and draw conclusions about contexts, events, character, and settings.
4A.5	Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).
1A.4	Determine the meaning of words in context using denotation and connotation strategies.
1A.5	Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
1A.6	Use etymologies to construct the meanings of new words.
1A.7	Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
1B.2	Identify author’s ideas and purposes.
1B.3	Build and support plausible interpretations with evidence from the text through collaboration with others.
1B.6	Distinguish between significant and minor details.
1B.7	Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.

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Alignment ID	Alignment Text
1B.8	Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
1B.11	Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
1B.12	Interpret the meaning of figurative language in a variety of texts.
1B.14	Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
1B.16	Develop creative interpretations of reading.
1C.3	Ask and respond to open-ended questions.
1C.5	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1C.8	Identify the author’s controlling idea/thesis.
1C.13	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.8	Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
2A.9	Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.

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Alignment ID	Alignment Text
2B.1	Respond to fiction using interpretive and evaluative processes.
2B.4	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2B.7	Make inferences and draw conclusions about contexts, events, character, and settings.
2B.9	Interpret nonfiction text and informational materials.
2B.10	Support plausible interpretations with evidence from the text.
1.5.02	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.5.03	Use synonyms to define words.
1.5.04	Use antonyms to define words.
CC.K-12.L.R.4	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.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Alignment ID	Alignment Text
CC.5.L.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CC.5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
1.A.2a	Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
1A.3	Use synonyms and antonyms to express the implied meaning of a new word.

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
5B.3	Use information from footnotes, illustrations, diagrams, charts, and graphs.
2.6.14	Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, short story, poem, fairy tale, folktale, fable, nonfiction, and essay.
2.A.3c	Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
1C.9	Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
2A.10	Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).
1.6.01	Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list).
1.6.13	Identify cause and effect organizational patterns in fiction and nonfiction.
1.6.18	Identify the causes of events in a story or nonfiction account.
2.6.01	Identify elements of fiction: plot, character, setting, theme, character foils.
CC.6.R.L.2	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.

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Alignment ID	Alignment Text
CC.6.R.L.7	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.
CC.6.R.L.9	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.
CC.6.R.L.10	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.
2A.8	Identify ways in which fiction and nonfiction works are organized differently.
2A.2	Identify literary elements and literary techniques (e.g., satire, characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.
1C.13	Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
2A.1	Read a wide range of fiction/ nonfiction.
2B.1	Respond to fiction using interpretive and evaluative processes.
1.6.20	Distinguish between fact and opinion.
1.6.02	Given words that are spelled alike, identify them as homonyms.
1.6.03	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

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Alignment ID	Alignment Text
1.6.04	Determine the connotation of a word using word, sentence, and cross-sentence clues.
1.6.09	Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).
1.6.10	Use information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
1.6.11	Locate and interpret information found in headings, graphs, and charts.
1.6.12	Identify explicit and implicit main ideas.
1.6.14	Determine the answer to a literal or simple inference question regarding the meaning of a passage.
1.6.15	Distinguish the main ideas and supporting details in any text.
1.6.16	Summarize a story or nonfiction passage, or identify the best summary.
1.6.17	Identify or summarize the order of events in a story or nonfiction account.
1.6.19	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
1.6.21	Interpret an image based on information provided in a passage.
1.6.24	Determine how illustrators use art to express their ideas.
2.6.15	Identify whether a given passage is narrative, persuasive, or expository.

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Alignment ID	Alignment Text
CC.K-12.L.R.3	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.
CC.K-12.L.R.6	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.
CC.K-12.R.R.1	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.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.K-12.R.R.4	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.
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.K-12.R.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CC.6.R.L.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Alignment ID	Alignment Text
CC.6.R.L.4	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.
CC.6.R.I.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CC.6.R.I.2	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.
CC.6.R.I.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CC.6.R.I.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CC.6.R.I.5	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.
CC.6.R.I.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
CC.6.R.I.8	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.
CC.6.R.I.9	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).
CC.6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).

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Alignment ID	Alignment Text
CC.6.L.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).
CC.6.L.5.a	Interpret figures of speech (e.g., personification) in context.
CC.6.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e. g., stingy, scrimping, economical, unwasteful, thrifty).
CC.6-8.R.H.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CC.6-8.R.H.2	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.
CC.6-8.R.H.3	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).
CC.6-8.R.H.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.6-8.R.H.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CC.6-8.R.H.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CC.6-8.R.H.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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Alignment ID	Alignment Text
CC.6-8.R.H.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CC.6-8.R.H.9	Analyze the relationship between a primary and secondary source on the same topic.
CC.6-8.R.ST.1	Cite specific textual evidence to support analysis of science and technical texts.
CC.6-8.R.ST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CC.6-8.R.ST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CC.6-8.R.ST.4	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.
CC.6-8.R.ST.5	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.
CC.6-8.R.ST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
CC.6-8.R.ST.7	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).
CC.6-8.R.ST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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Alignment ID	Alignment Text
CC.6-8.R.ST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CC.6-8.W.HST.9	Draw evidence from informational texts to support analysis, reflection, and research.
1.A.3b	Analyze the meaning of words and phrases in their context.
1.B.3a	Preview reading materials, make predictions and relate reading to information from other sources.
1.B.3c	Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).
1.C.3a	Use information to form, explain and support questions and predictions.
1.C.3d	Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.3f	Interpret tables that display textual information and data in visual formats.
1A.8	Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of material.
1B.1	Set a purpose for reading and adjust as necessary before and during reading.
1B.9	Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.

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Alignment ID	Alignment Text
1C.7	Synthesize key points (ideas) and supporting details to form conclusions.
2A.3	Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).
2A.5	Make inferences about character traits and check text for verification.
2A.6	Analyze the use of unfamiliar vocabulary.
2B.2	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
1A.1	Identify and apply appropriate word analysis and vocabulary strategies (e.g., word patterns, structural analyses) to identify unfamiliar words.
1A.5	Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
1A.7	Apply appropriate word analysis, vocabulary, and contextual clues to determine the meaning of unfamiliar words across a range of subjects.
1B.2	Identify author’s ideas and purposes.
1B.3	Build and support plausible interpretations with evidence from the text through collaboration with others.
1B.6	Distinguish between significant and minor details.

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Alignment ID	Alignment Text
1B.7	Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
1B.11	Summarize ideas from text to make and defend accurate inferences about character traits and motivations.
1B.12	Interpret the meaning of figurative language in a variety of texts.
1B.14	Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.
1B.16	Develop creative interpretations of reading.
1C.3	Ask and respond to open-ended questions.
1C.5	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1C.8	Identify the author’s controlling idea/thesis.
2A.7	Transfer new vocabulary from literature into other contexts.
2B.4	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2B.7	Make inferences and draw conclusions about contexts, events, character, and settings.
2B.9	Interpret nonfiction text and informational materials.

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Alignment ID	Alignment Text
2B.10	Support plausible interpretations with evidence from the text.
1A.2	Apply knowledge of structural analysis to construct meaning of unfamiliar words.
1A.4	Recall multiple meanings of a word in context and select appropriate meaning.
1B.5	Infer and draw conclusions about text supported by textural evidence and experience.
1B.8	Apply self-monitoring techniques and adjust rate to increase comprehension.
1C.1	Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
1C.2	Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.
1C.4	Explain how story elements and themes contribute to the reader's understanding of text.
1C.6	Select reading strategies for text appropriate to the reader's purpose.
1C.12	Use text information to interpret tables, maps, visual aids, or charts.
2A.9	Make inferences regarding the motives of characters and consequences of their actions by citing the text.
2B.3	Interpret nonfiction text and informational materials.

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Alignment ID	Alignment Text
2B.5	Distinguish between significant and minor details.
1.6.05	Use synonyms and antonyms to define words.
1.6.06	Determine the meaning of a word in context when the word has multiple meanings.
CC.K-12.L.R.4	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.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.6.L.4.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.
CC.6.L.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CC.6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
1A.6	Determine the meaning of a word in context when the word has multiple meanings.
1A.3	Use synonyms and antonyms to express the implied meaning of a new word.

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
3.B.1a	Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
3B.5	Elaborate and support written content with facts, details, and description.
4B.5	Use appropriate details (e.g., descriptive words, reasons).
4A.7	Differentiate between a statement and a question.
4B.10	Recognize the differences between questions and statements and appropriately contribute either or both.
CC.1.L.2.b	Use end punctuation for sentences.
3A.4	Use end marks (e.g., period, question mark, exclamation mark).
CC.1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CC.1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2A.6	Begin to recognize that prose is written in sentences and organized in paragraphs.
5A.10	Express details in complete sentences.

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

Alignment ID	Alignment Text
CC.1.L.1.b	Use common, proper, and possessive nouns.
CC.1.L.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CC.1.L.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CC.1.L.1.f	Use frequently occurring adjectives.
CC.1.L.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CC.1.L.1.h	Use determiners (e.g., articles, demonstratives).
CC.1.L.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
CC.1.L.1.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).
CC.1.L.5.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.
3A.1	Extend simple sentences (e.g., subject-verb-complement pattern).
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Alignment ID	Alignment Text
CC.1.R.F.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CC.1.L.2.a	Capitalize dates and names of people.
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
3A.2	Use beginning capitalization.
3A.3	Use appropriate capitalization (e.g., beginning capitalization, proper nouns).

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
CC.2.L.2.a	Capitalize holidays, product names, and geographic names.
CC.2.L.1.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).
3A.1	Extend simple sentences (e.g., subject-verb-complement pattern).
4A.7	Differentiate between a statement and a question.
4B.10	Recognize the differences between questions and statements and appropriately contribute either or both.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2A.6	Begin to recognize that prose is written in sentences and organized in paragraphs.
5A.10	Express details in complete sentences.
3A.5	Use appropriate capitalization.
CC.2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CC.2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

Alignment ID	Alignment Text
3A.4	Use end marks, commas, and quotation marks.
3A.6	Use appropriate punctuation.
CC.2.L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
3A.2	Use correct subject/verb agreement.
3A.3	Demonstrate subject-verb agreement.
CC.2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CC.2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
5A.10	Express details in complete sentences.
3.3.10	Use correct end punctuation.
3.3.09	Capitalize words correctly (based on grade-appropriate rules).
3A.5	Use appropriate capitalization.
CC.3.L.1.b	Form and use regular and irregular plural nouns.
3.3.02	Use the correct form of regular verbs.
CC.3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.
3.3.04	Use correct subject-verb agreement.
3A.3	Demonstrate subject-verb agreement.
3A.2	Demonstrate subject/verb agreement.
CC.3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3B.6	Use adjectives and adverbs to enrich written language.

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

Alignment ID	Alignment Text
3.3.05	Use pronouns correctly.
3.3.03	Write a variety of sentences (e.g., simple and compound).
CC.3.L.1.i	Produce simple, compound, and complex sentences.
3A.1	Extend simple sentences (e.g., subject-verb-complement pattern).
3B.7	Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.3.12	Use grade-appropriate apostrophes correctly.
CC.3.L.2.d	Form and use possessives.
3.3.11	Use grade-appropriate commas correctly.
3.3.13	Use quotation marks in direct quotations.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.3.L.2.b	Use commas in addresses.
CC.3.L.2.c	Use commas and quotation marks in dialogue.

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

Alignment ID	Alignment Text
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
3A.6	Use appropriate punctuation.
3A.4	Use appropriate punctuation.
3.3.06	Demonstrate grade-appropriate use of the various parts of speech.
3.3.07	Use consistent verb tense in sentences (e.g., avoid “I took a bath and then I brush my teeth.”).
CC.3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CC.3.L.1.d	Form and use regular and irregular verbs.
CC.3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
3A.1	Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).
CC.4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CC.4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
3A.5	Use appropriate capitalization.
CC.4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CC.4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CC.4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CC.4.L.1.e	Form and use prepositional phrases.
3A.3	Demonstrate subject-verb agreement.
3A.2	Demonstrate subject/verb agreement.
CC.4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
3A.4	Use appropriate punctuation.

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

Alignment ID	Alignment Text
CC.4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
3.B.2d	Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
3B.6	Use adjectives and adverbs to enrich written language.
3A.6	Demonstrate appropriate use of various parts of speech.
3B.7	Use adjectives, adverbs, and prepositional phrases to enrich written language.

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
3A.1	Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).
3.5.01	Write complete sentences (e.g., avoid fragments and run-on sentences).
3.5.03	Write a variety of sentences (e.g., simple, compound and complex).
3.5.24	Vary sentence structure.
CC.5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
3.5.09	Capitalize words correctly (based on grade-appropriate rules).
3A.3	Use appropriate capitalization.
3.5.12	Use grade-appropriate apostrophes correctly.
CC.5.L.1.d	Recognize and correct inappropriate shifts in verb tense.
3.5.02	Use the correct form of regular and irregular verbs.
3.5.07	Use consistent verb tense.
CC.5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

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

Alignment ID	Alignment Text
CC.5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
3.5.04	Use correct subject-verb agreement.
3A.2	Demonstrate subject/verb agreement.
3.5.10	Use correct end punctuation.
3.5.13	Use quotation marks in direct quotations.
CC.5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CC.5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
5C.8	Communicate ideas, insights, or theories that have been elaborated or illustrated through facts, details, quotations, statistics, and/or information.
CC.5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
3.5.11	Use grade-appropriate commas correctly.
CC.5.L.2.a	Use punctuation to separate items in a series.
CC.5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.

0545201020 Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
CC.5.L.2.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?).
3A.4	Use appropriate punctuation.
3.5.06	Demonstrate grade-appropriate use of the various parts of speech.
3.B.2d	Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
3B.6	Use adjectives and adverbs to enrich written language.
3A.6	Demonstrate appropriate use of various parts of speech.
3B.7	Use adjectives, adverbs, and prepositional phrases to enrich written language.
3A.5	Demonstrate appropriate use of the eight parts of speech.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
8.C.2	Explain operations and number properties including commutative, associative, distributive, transitive, zero, equality and order of operations.
8C.1	Solve problems with whole numbers using order of operations, equality properties, and appropriate field properties.
6C.2	Estimate the sum or difference of a number sentence containing decimals using a variety of strategies.
CC.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
6B.7	Select and use one of various algorithms to add and subtract.
6B.6	Apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., 3 x 4 = 12, 30 x 4 = 120, 300 x 4 = 1200).
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
6.4.10	Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).

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

Alignment ID	Alignment Text
CC.4.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.
CC.4.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.
CC.4.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.
6B.2	Demonstrate and describe the effects of multiplying and dividing whole numbers using appropriate mathematical notation and vocabulary.
6B.5	Solve multiplication and division number sentences and word problems.
6.4.12	Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., 3×9=27, 30×9=270, 6÷3=2, 600÷3=200).
6B.4	Demonstrate fluency with basic multiplication and division facts.
CC.4.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**
6.5.13	Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
8C.2	Identify and provide examples of the identity property of addition and multiplication.
CC.5.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.
6.5.15	Solve problems involving the commutative, distributive, and identity properties of operations on whole numbers [e.g., 37 × 46 = 46 × 37, 270×5= (200×5) + (70×5)].
8.C.2	Explain operations and number properties including commutative, associative, distributive, transitive, zero, equality and order of operations.
8A.3	Express properties of numbers and operations using variables (e.g., the commutative property is m + n = n + m).
8C.1	Identify and explain incorrect uses of the commutative, associative, and distributive properties.

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

Alignment ID	Alignment Text
CC.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
6B.6	Solve multiplication number sentences and word problems with whole numbers and familiar fractions.
6B.4	Select and use one of various algorithms to multiply and divide.
6B.5	Recognize and use the inverse relationships of addition and subtraction, multiplication and division to simplify computations and solve problems.
8C.3	Identify and provide examples of inverse operations.
CC.5.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.
CC.5.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.
7.A.2b	Solve addition, subtraction, multiplication and division problems using currency.
6.5.12	Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.
6C.2	Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
CC.1.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).
8C.2	Apply the relationship of addition and subtraction families to solve for an unknown quantity.
CC.1.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.
CC.1.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.
6B.5	Demonstrate fluency with basic addition and subtraction facts.
6.A.1a	Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
6A.4	Develop initial understanding of place value and the base-ten number system using manipulatives.

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

Alignment ID	Alignment Text
6A.2	Extend initial understanding of place value and the base-ten number system using multiple models.
CC.1.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.
6B.1	Solve one-step addition and subtraction number sentences and word problems using concrete materials.
6C.1	Develop and use strategies for whole number computations with a focus on addition and subtraction.
6C.2	Estimate sums and differences of one- or two-digit numbers.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
6B.5	Demonstrate fluency with basic addition and subtraction facts.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
7C.3	Solve problems using money and time.
CC.2.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.
CC.2.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.
CC.2.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.
CC.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
CC.2.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.

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

Alignment ID	Alignment Text
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
6B.1	Solve two-step addition and subtraction number sentences and word problems.
6C.1	Explain and use mental math strategies to solve simple addition and subtraction problems.
6C.2	Estimate sums and differences of one- or two-digit numbers.
6B.7	Select and use one of various algorithms to add and subtract.

0545200962 **Scholastic Success With Addition & Subtraction: Grade 3**

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
6.3.12	Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., 5 + 3 = 8 and 8 – 3 = __).
6B.5	Demonstrate fluency with basic addition and subtraction facts.
7.A.1c	Identify and describe the relative values and relationships among coins and solve addition and subtraction problems using currency.
6C.2	Estimate the sum or difference of a number sentence containing decimals using a variety of strategies.
6.3.09	Solve problems and number sentences involving addition and subtraction with regrouping.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
CC.K.L.1.a	Print many upper- and lowercase letters.
CC.1.L.1.a	Print all upper- and lowercase letters.
3.A.Ka	Write upper and lowercase letters.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
6.5.10	Identify and locate whole numbers, halves, fourths, and thirds on a number line.
6.5.16	Make estimates appropriate to a given situation with whole numbers, fractions, and decimals.
CC.5.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.
CC.5.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.C.2b	Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.
6.5.11	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers).
6B.1	Describe classes of numbers according to characteristics such as factors and multiples.
6.5.09	Order and compare fractions having like or unlike denominators with or without models.
6.5.03	Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
CC.5.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
6.5.14	Model situations involving addition and subtraction of fractions.
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
CC.5.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.
CC.5.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.
CC.5.NF.4a	Interpret the product (
CC.5.NF.5.a	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.
CC.5.NF.5.b	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
CC.5.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.

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

Alignment ID	Alignment Text
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).
6B.3	Demonstrate the meaning of multiplication of fractions (e.g., 1/2 x 3 is 1/2 of a group of three objects).
6B.6	Solve multiplication number sentences and word problems with whole numbers and familiar fractions.
CC.5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.
CC.5.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.
6A.2	Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, fraction to decimal, decimal to percent, improper fraction to mixed number).
6.5.04	Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).
6.5.05	Read, write, recognize, and model decimals and their place values through thousandths.
CC.5.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.

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

Alignment ID	Alignment Text
CC.5.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).
6.5.08	Order and compare decimals through hundredths.
CC.5.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.
6.A.2	Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.
6A.1	Place mixed numbers and decimals on a number line.
6A.4	Compare and order fractions and decimals efficiently and find their approximate position on a number line.
CC.5.NBT.4	Use place value understanding to round decimals to any place.
6.5.13	Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).
6B.7	Solve number sentences and word problems using addition and subtraction of decimals.
CC.5.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.

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

Alignment ID	Alignment Text
CC.5.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6C.2	Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
6.4.08	Identify and locate whole numbers, halves, and fourths on a number line.
CC.4.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.
CC.4.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.
6.B.2	Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division.
6.C.2a	Select and perform computational procedures to solve problems with whole numbers, fractions and decimals.
6.C.2b	Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable.
6.4.03	Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction.
CC.4.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.
6.4.07	Order and compare fractions having like denominators with or without models.

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

Alignment ID	Alignment Text
6.4.13	Model situations involving addition and subtraction of fractions with like denominators.
CC.4.NF.1	Explain why a fraction
CC.4.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.
CC.4.NF.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CC.4.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.
CC.4.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.
CC.4.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.
6.A.2	Compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols.
6A.5	Recognize and generate equivalent forms of familiar fractions.

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

Alignment ID	Alignment Text
6B.2	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
6A.1	Place mixed numbers and decimals on a number line.
6A.2	Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, fraction to decimal, decimal to percent, improper fraction to mixed number).
6A.3	Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).
6A.4	Analyze how the size of the whole affects the size of the fraction (e.g., 1/2 of a large pizza is not the same as 1/2 of a small pizza).
6B.6	Solve number sentences and word problems using addition and subtraction of fractions with unlike denominators.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
6.3.11	Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e. g., 3×4=12, 30×4=120).
6B.6	Apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., 3 x 4 = 12, 30 x 4 = 120, 300 x 4 = 1200).
7.3.04	Solve problems involving the area of a figure when whole and half square units are shown within the figure.
CC.3.MD.5.a	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.
CC.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by
CC.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CC.3.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.
CC.3.MD.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
7A.6	Show and explain the area of an object by counting square units.
7C.3	Solve problems using perimeter and area of simple polygons.

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

Alignment ID	Alignment Text
CC.3.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.
CC.3.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.
CC.3.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.
CC.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
6B.3	Explore multiplication and division through equal grouping and equal sharing of objects.
8C.1	Apply the relationship of multiplication and division fact families to solve for an unknown quantity.
CC.3.OA.6	Understand division as an unknown-factor problem.
6B.1	Show and use the relationship between multiplication and division.
CC.3.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.

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

Alignment ID	Alignment Text
CC.3.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.
6.B.1	Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division.
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
8.D.1	Find the unknown numbers in whole-number addition, subtraction, multiplication and division situations.
6B.2	Demonstrate and describe the effects of multiplying and dividing whole numbers using appropriate mathematical notation and vocabulary.
6B.5	Solve multiplication and division number sentences and word problems.
6B.4	Select and use one of various algorithms to multiply and divide.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
6.3.04	Represent multiplication as repeated addition.
6.4.04	Represent multiplication as repeated addition.
6.4.15	Use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences and solve problems (e.g., 4×3=12, 12÷3=__).
8C.1	Apply the relationship of multiplication and division fact families to solve for an unknown quantity.
6.4.10	Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).
CC.3.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.
CC.3.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.
CC.4.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.

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

Alignment ID	Alignment Text
CC.4.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.
8.C.1	Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings.
6.3.08	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
6.4.09	Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
CC.4.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.
CC.4.NF.4a	Understand a fraction
CC.4.NF.4b	Understand a multiple of
6B.1	Describe classes of numbers according to characteristics such as factors and multiples.
6.3.13	Solve problems involving the multiplicative identity of one (e.g., 3×1 =3) and the additive identity of zero (e.g., 3+0 =3).

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

Alignment ID	Alignment Text
CC.3.OA.5	Apply properties of operations as strategies to multiply and divide.
6.3.11	Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e.g., 3×4=12, 30×4=120).
6.4.12	Model and apply basic multiplication and division facts (up to 12×12), and apply them to related multiples of 10 (e.g., 3×9=27, 30×9=270, 6÷3=2, 600÷3=200).
CC.3.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.
CC.3.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.
CC.4.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.
CC.4.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.
6B.3	Explore multiplication and division through equal grouping and equal sharing of objects.
6B.4	Demonstrate fluency with basic multiplication and division facts.
6B.5	Solve multiplication and division number sentences and word problems.

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

Alignment ID	Alignment Text
6B.6	Apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., 3 x 4 = 12, 30 x 4 = 120, 300 x 4 = 1200).

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
CC.K.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.
CC.K.G.2	Correctly name shapes regardless of their orientations or overall size.
9.A.1a	Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties.
9.B.1a	Identify and describe characteristics, similarities and differences of geometric shapes.
9.B.1b	Sort, classify and compare familiar shapes.
9.A.ECa	Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).
9.A.ECb	Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).
9.A.Ka	Recognize geometric shapes and structures in the environment.
9.A.Kb	Identify and name basic shapes.
9.A.Kc	Describe some attributes of two and three dimensional shapes.
9.A.1	Create models of circles, squares, rectangles, and triangles.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
9.A.2	Identify and name circle, square, triangle, and rectangle.
9.A.3	Describe characteristics of shapes (e.g., a triangle has three straight sides).
CC.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
6.A.ECe	Differentiate numerals from letters and recognize some single-digit written numerals.
CC.K.CC.1	Count to 100 by ones and by tens.
CC.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
6.A.1	Identify numerals out of sequence through 20.
6.A.3	Count forward from any number in the range of 1-20 (e.g., start at 9 and count to 15).
8.A.1a	Identify, describe and extend simple geometric and numeric patterns.
8.A.ECb	Recognize, duplicate, extend, and create simple patterns in various formats.
8.B.ECa	With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.
8.A.3	Create a simple A-B-C or A-B-B repeating pattern using classroom objects (e.g., lines up people figures with small, medium, large as the repeating pattern; strings beads on a necklace with one yellow, two orange in a repeating pattern).

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
8.A.4	Replicate patterns in music by singing repetitive songs such as “B-I-N-G-O.”
8.B.1	When presented with a visual “circle-square, circle-square, circle-square” repeating pattern and told “do a green bear for circles and a yellow bear for squares,” produce green bear-yellow bear, green bear-yellow bear, green bear-yellow bear pattern with adult assistance.
8.A.Kb	Recognize, describe, translate, duplicate, create, and extend patterns in various formats.
8.A.2	Recognize, describe, and extend patterns such as sequences of sounds, motions, shapes, or simple numeric patterns, and translate from one representation to another (e.g., red-blue-red-blue translates to snap-clap-snap-clap).
CC.K.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.
CC.K.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.
6.A.1a	Identify whole numbers and compare them using the symbols <, >, or = and the words "less than", "greater than", or "equal to", applying counting, grouping and place value concepts.
6.D.ECa	Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.
6.D.ECb	Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.
6.C.1	Tell whether a set is more or less than 5.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
6.D.2	Use a variety of appropriate vocabulary to make comparisons of quantity (e.g., "more", "less", "greater than", "fewer", "equal to", or "same as").
CC.K.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.
CC.K.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.
CC.K.CC.4c	Understand that each successive number name refers to a quantity that is one larger.
CC.K.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.
CC.K.OA.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
6.A.ECa	Count with understanding and recognize "how many" in small sets up to 5.
6.A.ECd	Connect numbers to quantities they represent using physical models and informal representations.
6.B.ECa	Recognize that numbers (or sets of objects) can be combined or separated to make another number.

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Alignment ID	Alignment Text
6.B.ECb	Show understanding of how to count out and construct sets of objects of a given number up to 5.
6.B.ECc	Identify the new number created when small sets (up to 5) are combined or separated.
6.D.1	Match sets of things that go together, item to item (e.g., match one napkin to each of the place settings at the table).
6.B.1	Recognize that combining sets always results in "more" and separating sets always results in "less."
6.B.2	Count out five objects correctly (e.g., count five children in a small group).
7.A.2	Use nonstandard units to measure items and identify the quantity of units (e.g., may not be correct but attempt to count the number of hands or small blocks in the length of the table).
7.C.1	Ask teacher to help with using standard measuring tools and figuring out quantities (e.g., use a measuring tape and ask how long the two blocks are).
6.A.Ka	Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals.
6.A.Kb	Count with understanding and recognize "how many" in sets of objects.
6.C.Ka	Estimate number of objects in a set.
6.C.Kb	Connect numbers to quantities they represent using physical models and representations.
6.C.2	Match the correct numeral to the number of objects.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
9.B.ECb	Use appropriate vocabulary for identifying location and ordinal position.
6.A.4	Correctly identify the numerals 1, 2, and 3.
6.A.5	Recite counting words in order from 1-10 (with an occasional error).
9.B.1	Respond to questions about ordinal position of an object (e.g., respond correctly to questions such as “Who is first in line?” or “Which car came in third?”).
9.B.2	Use appropriate vocabulary for ordinal position during play activities (e.g., in conversations, use terms such as “first” and “last”, “second” and “third”).

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
1B.3	Recognize informational text structure (e.g., sequence, list/example) before and during reading.
1B.7	Locate answers to age-appropriate questions, before, during, and after reading, to clarify understanding.
1B.8	Interpret text information gathered from diagrams, graphs, or maps before, during and after reading.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.1.R.L.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.R.I.2	Identify the main topic and retell key details of a text.
CC.1.R.I.7	Use the illustrations and details in a text to describe its key ideas.
CC.1.R.I.8	Identify the reasons an author gives to support points in a text.
1B.6	State facts and details of text during and after reading.
1C.6	Identify the author’s purpose and the main idea.

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

Alignment ID	Alignment Text
2A.4	Identify the topic or main idea (theme).
2A.5	Distinguish between "make believe" and realistic narrative.
4A.6	Differentiate between events that are "real" and "make believe".
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2A.2	Retell stories and events using a beginning, a middle, and an end.
CC.1.L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CC.1.L.5.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).
CC.1.L.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.B.1a	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
1B.1	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
1C.9	Predict and then confirm questions characters in stories might ask.
1C.11	Use information in illustrations or text to make predictions and relate to prior knowledge.

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

Alignment ID	Alignment Text
2B.4	Make a reasonable judgment with support from the text.
1C.7	Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
2A.1	Describe and compare characters, settings, and/or events in stories or pictures.
CC.K-12.L.R.4	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.
CC.1.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.A.1b	Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1A.8	Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.
1B.5	Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.
1A.7	Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.

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

Alignment ID	Alignment Text
1B.2	Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
2A.3	Define unfamiliar vocabulary.
CC.K-12.R.R.1	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.
1C.4	Use information in text or illustrations to generate questions about the cause of a specific effect.
2.A.1a	Identify the literary elements of theme, setting, plot and character within literary works.
1C.12	Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).
CC.1.R.L.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.R.L.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
2.A.1c	Describe differences between prose and poetry.
1B.4	Develop familiarity with poetry (e.g., choral reading to develop fluency).
2A.7	Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.
2B.1	Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.

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

Alignment ID	Alignment Text
2B.3	Re-enact and retell selections (e.g., stories, songs, poems).
1.B.1b	Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.

0545200830 Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1A.4	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
1A.2	Use word analysis (root words, inflections, affixes) to identify words.
CC.K-12.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.2.R.I.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.2.R.I.8	Describe how reasons support specific points the author makes in a text.
CC.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
4A.14	Begin to distinguish between main ideas and details that are heard.

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

Alignment ID	Alignment Text
3A.1	Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
4A.6	Differentiate between events that are "real" and "make believe".
4A.2	Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2A.2	Retell stories and events using a beginning, a middle, and an end.
1B.6	State facts and details of text during and after reading.
1C.2	Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
1C.6	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
CC.2.L.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1.B.1a	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
1B.1	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
1C.9	Predict and then confirm questions characters in stories might ask.

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

Alignment ID	Alignment Text
2B.4	Make a reasonable judgment with support from the text.
CC.2.L.3.a	Compare formal and informal uses of English.
1B.4	Distinguish between poetry and prose.
1C.7	Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
CC.K-12.L.R.4	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.
CC.2.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.A.1b	Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1A.8	Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.
1B.5	Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.

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

Alignment ID	Alignment Text
1C.11	Use information in illustrations or text to make predictions and relate to prior knowledge.
1B.2	Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
2A.3	Define unfamiliar vocabulary.
1A.3	Discuss the meanings of new words encountered in independent and group activities.
1A.5	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
1A.7	Use context and previous experience to determine the meanings of unfamiliar words in text.
1B.9	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.
2A.5	Define unfamiliar vocabulary.
CC.K-12.R.R.1	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.
2A.9	Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
1C.12	Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).

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

Alignment ID	Alignment Text
2A.11	Recognize both rhymed and unrhymed poetry.
3C.3	Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).
1.B.1b	Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
1C.3	Begin to recognize the author's purpose across a broad range of materials.
1C.4	Identify the motives of characters in various works (e.g., biography, non-fiction, diary).
1C.8	Summarize or tell information from a broad range of reading material.
1C.5	Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.
1B.7	Identify genres of fiction and non-fiction.
2A.7	Classify major types of fiction (e.g., tall tale, fairy tale, fable).
2B.2	Investigate literature from a variety of time periods/ cultures/genres.
CC.K-12.R.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CC.2.R.L.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

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

Alignment ID	Alignment Text
CC.2.R.L.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CC.2.R.L.3	Describe how characters in a story respond to major events and challenges.
CC.2.R.L.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CC.2.R.L.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.2.R.L.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.2.R.L.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CC.2.R.L.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CC.2.R.L.10	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.
2.A.1a	Identify the literary elements of theme, setting, plot and character within literary works.
2B.5	Make simple connections from the story to events or people in their own lives.

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

Alignment ID	Alignment Text
2A.1	Describe and compare characters, settings, and/or events in stories or pictures.
2B.3	Re-enact and retell selections (e.g., stories, songs, poems).
2B.6	Make connections from text to text, text to self, text to world.
2A.4	Identify/compare characters' attributes across stories.
2B.1	Apply events and situations in both fiction and nonfiction to personal experiences.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
1.3.12	Activate prior knowledge to establish purpose for reading a given passage.
1B.1	Set a purpose for reading and adjust as necessary before and during reading.
1.3.17	Identify explicit and implicit main ideas.
1.3.21	Distinguish the main ideas and supporting details in any text.
1.3.22	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.3.R.L.2	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.
CC.3.R.I.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
1C.8	Recognize main ideas and secondary ideas in expository text.
5B.3	Distinguish between main ideas and supporting details.

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

Alignment ID	Alignment Text
2.3.02	Identify main and supporting characters.
2.3.04	Identify setting (i.e., place and time period).
2.3.06	Explain outcomes using the following literary elements: problem/conflict, resolution.
1C.10	Recognize and discuss the structure of a story in sequential order.
1.3.09	Use synonyms to define words.
1.3.10	Use antonyms to define words.
1.3.11	Determine the word that best fits a given context.
CC.K-12.L.R.6	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.
CC.K-12.R.R.4	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.
CC.3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
2A.3	Define unfamiliar vocabulary.

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

Alignment ID	Alignment Text
2A.5	Define unfamiliar vocabulary.
1A.2	Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
1A.3	Use synonyms and antonyms to define words.
1.3.23	Identify or summarize the order of events in a story.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.3.R.L.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CC.3.R.I.3	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.
2A.2	Retell stories and events using a beginning, a middle, and an end.
1.3.27	Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).
4A.7	Complete a task for which two or more steps are given orally.
1.3.26	Draw conclusions from information in maps, charts, and graphs.
1.3.14	Use information in illustrations to help understand a reading passage.

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

Alignment ID	Alignment Text
1.3.07	Determine the meaning of unknown words using within-sentence clues.
1.3.08	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
CC.K-12.L.R.4	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.
CC.3.R.L.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CC.3.R.I.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CC.3.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.A.1b	Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.
1.B.1c	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
1A.4	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.

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

Alignment ID	Alignment Text
1A.5	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
1A.7	Determine the meaning of a word in context when the word has multiple meanings.
1B.11	Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
1C.2	Use information to generate and respond to questions that reflect higher level thinking skills (e.g., analyzing, synthesizing, inferring, evaluating).
1C.6	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
1B.3	Infer before, during, and after reading.
1C.5	Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
2A.6	Make inferences about character traits and check text for verification.
CC.3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
1.3.25	Differentiate between fact and opinion.
1B.6	Differentiate between fact and opinion.

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

Alignment ID	Alignment Text
4A.2	Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
4A.5	Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
1.3.13	Identify probable outcomes or actions.
1.3.24	Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.
CC.K-12.R.R.1	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.
1.B.1a	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
2B.4	Make a reasonable judgment with support from the text.
1B.2	Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1C.1	Use evidence in text to modify predictions and questions.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.

0545200822 Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
1C.7	Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.
2A.1	Describe and compare characters, settings, and/or events in stories or pictures.
2A.4	Identify/compare characters' attributes across stories.
CC.3.R.I.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
1C.4	Use information in text or illustrations to generate questions about the cause of a specific effect.
1B.9	Infer cause/effect relation-ships in expository text.
1B.7	Identify genres of fiction and non-fiction.
2A.8	Classify major types of nonfiction (e.g., essay, biography, autobiography).
2B.5	Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
2.3.10	Identify the following forms and genres: short story, poem, fairy tale, tall tale, fable, nonfiction, and essay.
CC.3.R.L.5	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.

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

Alignment ID	Alignment Text
CC.3.R.L.10	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.
CC.3.R.F.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
1.B.1b	Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.
2.A.1c	Describe differences between prose and poetry.
1B.4	Develop familiarity with poetry (e.g., choral reading to develop fluency).
2A.7	Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.
2B.1	Investigate self-selected/ teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.
2B.3	Re-enact and retell selections (e.g., stories, songs, poems).
1B.8	Identify genres of poetry.
2A.11	Recognize both rhymed and unrhymed poetry.
2A.9	Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
2.4.14	Identify whether a given nonfiction passage is narrative, persuasive, or expository.
CC.K-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CC.4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
1B.4	Identify explicit main ideas.
3A.1	Develop a paragraph using proper form (e.g., topic sentence, details, summary/conclusion sentence).
1.4.04	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.4.08	Determine the correct use of homonyms using context clues.
CC.K-12.L.R.4	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.
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.K-12.L.R.6	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.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
CC.K-12.R.R.4	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.
CC.4.R.L.4	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).
CC.4.R.I.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CC.4.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CC.4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
1.A.2b	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
1A.3	Discuss the meanings of new words encountered in independent and group activities.
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
1A.6	Recognize the difference between denotative and connotative meanings of words.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
1A.7	Determine the meaning of a word in context when the word has multiple meanings.
2A.7	Analyze unfamiliar vocabulary.
1A.5	Use root words and context to determine the denotative and connotative meanings of unknown words.
1.4.16	Make comparisons across reading passages (e.g., topics, story elements).
1.C.2c	Compare and contrast the content and organization of selections.
2B.3	Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2.4.01	Differentiate among the literary elements of plot, character, setting, and theme.
2.4.08	Determine what characters are like by what they say or do by how the author or illustrator portrays them.
2.4.09	Determine character motivation.
2.4.10	Determine the causes of characters' actions (other than motivation).
2.A.2a	Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
1.4.10	Identify probable outcomes or actions.

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

Alignment ID	Alignment Text
1.C.2a	Use information to form and refine questions and predictions.
2.4.04	Identify setting, including how setting affects the plot.
2A.4	Identify and discuss the elements of plot and subplot.
1C.4	Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.
CC.4.R.I.5	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.
1.B.2b	Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
2A.9	Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
CC.4.R.L.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1C.6	Interpret concepts or make connections through analysis, evaluation, inference, and/or comparison.
2A.6	Make inferences about character traits and check text for verification.
1C.3	Identify evidence for inferences and interpretations based on text combined with prior knowledge.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
2A.5	Make inferences about character traits and check text for verification.
1.4.13	Distinguish between minor and significant details in a passage.
1.4.14	Identify explicit and implicit main ideas.
1.4.18	Distinguish the main ideas and supporting details in any text.
1.4.19	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.4.R.I.8	Explain how an author uses reasons and evidence to support particular points in a text.
1B.7	Identify explicit and implicit main ideas.
1C.2	Use evidence in text to respond to open-ended questions.
1C.5	Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
1C.8	Recognize main ideas and secondary ideas in expository text.
1B.5	Distinguish between significant and minor details.

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

Alignment ID	Alignment Text
1.4.25	Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).
CC.4.W.8	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.
5A.6	Analyze (e.g., categorize, classify, sort, organize, combine) information for a project.
5B.3	Organize related information under main topics.
5A.4	Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
5B.2	Organize related information under main topics.
5A.5	Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
1.4.22	Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.
1.4.24	Draw conclusions from information in maps, charts, graphs, and diagrams.
CC.K-12.R.R.1	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.
CC.4.R.I.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
1.C.2b	Make and support inferences and form interpretations about main themes and topics.
2.B.2a	Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
1B.2	Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
1B.3	Infer before, during, and after reading.
2B.1	Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
1C.1	Use evidence in text to form and refine questions, predictions, and hypotheses.
1C.7	Synthesize key points (ideas) and supporting details to form conclusions.
2B.2	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2B.5	Make inferences and draw conclusions about contexts, events, character, and settings.
1.4.20	Summarize a story passage or text, or identify the best summary.
1.4.21	Identify or summarize the order of events in a story.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.4.R.L.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CC.4.R.I.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
1.B.2c	Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
1B.11	Summarize or retell information from a text.
4A.8	Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).
5C.3	Paraphrase/summarize information.
1B.10	Paraphrase/summarize information in a text.
1C.9	Paraphrase/summarize narrative text according to text structure.
4A.4	Paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations).
4A.7	Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
1B.9	Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.
1.4.23	Differentiate between fact and opinion.
1B.6	Differentiate between fact and opinion.
4A.2	Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).
1B.8	Differentiate between fact and opinion.
4A.5	Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
1.4.26	Identify the author’s purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.
1.C.2d	Summarize and make generalizations from content and relate to purpose of material.
2A.3	Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
1.5.11	Distinguish between minor and significant details in a passage.
1.5.12	Identify explicit and implicit main ideas.
1.5.17	Distinguish the main ideas and supporting details in any text.
1.5.18	Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
2.5.15	Identify whether a given passage is narrative, persuasive, or expository.
CC.K-12.R.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CC.K-12.R.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CC.5.R.I.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CC.5.R.I.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5B.3	Distinguish between main ideas and supporting details.
1B.5	Distinguish between significant and minor details.

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

Alignment ID	Alignment Text
1B.6	Distinguish between significant and minor details.
1C.8	Identify the author's controlling idea/thesis.
2B.9	Interpret nonfiction text and informational materials.
2.5.05	Compare stories to personal experience, prior knowledge, or other stories.
CC.5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
1.C.2c	Compare and contrast the content and organization of selections.
1B.13	Evaluate new information and hypotheses by comparing them to known information and ideas.
1.5.20	Identify or summarize the order of events in a story or nonfiction account.
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1.5.02	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
1.5.06	Determine the correct use of homonyms, idioms, and analogies using context clues.
CC.K-12.L.R.4	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.

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

Alignment ID	Alignment Text
CC.K-12.L.R.5	Demonstrate understanding of word relationships and nuances in word meanings.
CC.K-12.R.R.4	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.
CC.5.R.L.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CC.5.R.I.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CC.5.R.F.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CC.5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
1.A.2b	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
1.B.2c	Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).
1A.1	Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.

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

Alignment ID	Alignment Text
1A.6	Recognize the difference between denotative and connotative meanings of words.
1A.7	Determine the meaning of a word in context when the word has multiple meanings.
2A.7	Analyze unfamiliar vocabulary.
1A.5	Use root words and context to determine the denotative and connotative meanings of unknown words.
1A.4	Determine the meaning of words in context using denotation and connotation strategies.
1.5.08	Identify probable outcomes or actions.
1.B.2a	Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
1.C.2a	Use information to form and refine questions and predictions.
CC.5.R.L.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2A.6	Make inferences about character traits and check text for verification.
1C.3	Identify evidence for inferences and interpretations based on text combined with prior knowledge.
1B.11	Summarize ideas from text to make and defend accurate inferences about character traits and motivations.

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

Alignment ID	Alignment Text
1.5.26	Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).
5A.4	Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
5B.2	Organize related information under main topics.
5A.5	Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).
5A.8	Arrange information in an orderly manner (e.g., outlining, sequencing).
1.5.22	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
1.5.24	Draw conclusions from information in maps, charts, graphs, and diagrams.
CC.K-12.R.R.1	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.
CC.5.R.I.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
1.C.2b	Make and support inferences and form interpretations about main themes and topics.
2.B.2a	Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.

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

Alignment ID	Alignment Text
1B.3	Infer before, during, and after reading.
1C.5	Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
2B.1	Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
2B.6	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
1C.1	Use evidence in text to form and refine questions, predictions, and hypotheses.
1C.7	Synthesize key points (ideas) and supporting details to form conclusions.
2B.2	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
2A.9	Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.
2B.4	Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.
1.5.15	Identify cause and effect organizational patterns in fiction.
CC.5.R.I.5	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.

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

Alignment ID	Alignment Text
1.B.2b	Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
1B.9	Infer cause/effect relation-ships in expository text.
1B.7	Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction text to improve comprehension.
2.5.01	Differentiate among the literary elements of plot, character, setting, and theme.
2.5.08	Determine what characters are like by what they say or do by how the author or illustrator portrays them.
2.5.09	Determine character motivation.
2.5.10	Determine the causes of characters' actions (other than motivation).
2.A.2a	Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.
2.A.2b	Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
2A.5	Identify/compare characters' attributes and motives.
2A.4	Explain how a technique or element affects the events or characterization in a literary work.

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

Alignment ID	Alignment Text
2B.5	Make inferences and draw conclusions about contexts, events, character, and settings.
2A.2	Identify literary elements and literary techniques (e.g., satire, characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.
2B.7	Make inferences and draw conclusions about contexts, events, character, and settings.
1.5.23	Differentiate between fact and opinion.
1B.8	Differentiate between fact and opinion.
4A.5	Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
1.5.10	Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).
1.5.27	Determine the author’s purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).
CC.K-12.R.R.6	Assess how point of view or purpose shapes the content and style of a text.
1.C.2d	Summarize and make generalizations from content and relate to purpose of material.
2A.3	Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).

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

Alignment ID	Alignment Text
1B.2	Identify author’s ideas and purposes.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
CC.1.L.2.a	Capitalize dates and names of people.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.1.L.2.b	Use end punctuation for sentences.
3A.2	Use beginning capitalization.
3A.3	Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
3A.4	Use end marks (e.g., period, question mark, exclamation mark).
CC.K-12.R.R.5	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.
CC.1.R.F.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CC.1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2A.8	Recognize that prose is written in sentences and organized in paragraphs.
CC.1.SL.6	Produce complete sentences when appropriate to task and situation.

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

Alignment ID	Alignment Text
CC.1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
2A.6	Begin to recognize that prose is written in sentences and organized in paragraphs.
5A.10	Express details in complete sentences.
CC.1.L.1.f	Use frequently occurring adjectives.
CC.1.L.1.h	Use determiners (e.g., articles, demonstratives).
CC.1.L.5.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.
3.C.1a	Write for a variety of purposes including description, information, explanation, persuasion and narration.
4B.5	Use appropriate details (e.g., descriptive words, reasons).
CC.K-12.W.R.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Alignment ID	Alignment Text
CC.K-12.R.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CC.1.W.3	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.
CC.1.R.I.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1C.12	Use text provided in functional classroom messages (e.g., labels, signs, instructions) to get information.
3C.4	Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).
CC.1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
1B.2	Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.
3B.4	Respond accurately to questions about the character(s) and event(s) in the picture.
2A.2	Retell stories and events using a beginning, a middle, and an end.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
3A.5	Use appropriate capitalization.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.K-12.R.R.5	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.
CC.2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2A.8	Recognize that prose is written in sentences and organized in paragraphs.
2A.10	Recognize that prose is written in sentences and organized in paragraphs.
CC.2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CC.2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3.C.1a	Write for a variety of purposes including description, information, explanation, persuasion and narration.

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

Alignment ID	Alignment Text
4B.5	Use appropriate details (e.g., descriptive words, reasons).
3B.6	Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
CC.2.L.1.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).
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
3A.1	Extend simple sentences (e.g., subject-verb-complement pattern).
3A.2	Construct complete sentences.
CC.2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CC.2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
CC.2.R.L.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
4B.4	Present ideas in a logical order.

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

Alignment ID	Alignment Text
3B.3	Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.
4B.7	Present ideas in a logical order.
CC.2.R.L.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.A.1a	Identify the literary elements of theme, setting, plot and character within literary works.
2.B.1c	Relate character, setting and plot to real-life situations.
1B.3	Connect the elements of narratives (e.g., character, setting, plot) to the text.
2A.2	Identify the setting and tell how it affects the story.
CC.K-12.W.R.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CC.2.W.3	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.
2A.3	Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem).
3B.4	Respond accurately to questions about the character(s) and event(s) in the picture.

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

Alignment ID	Alignment Text
3C.3	Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).
3A.3	Use end marks (e.g., period, question mark).
3A.4	Use end marks, commas, and quotation marks.
3A.6	Use appropriate punctuation.
3A.10	Proofread and revise one’s own work.
3.B.1b	Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).
5.C.1a	Write letters, reports and stories based on acquired information.
5C.3	Use life experiences as sources of information for written reports, letters, and stories.
5C.5	Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report).
5C.4	Compose information in an appropriate medium/format.

0545200776 Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
3.3.09	Capitalize words correctly (based on grade-appropriate rules).
3A.5	Use appropriate capitalization.
CC.3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3A.3	Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
5A.10	Express details in complete sentences.
CC.3.W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.B.1a	Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
3.C.1a	Write for a variety of purposes including description, information, explanation, persuasion and narration.
3.3.01	Write complete sentences (e.g., avoid fragments and run-on sentences).
3.3.03	Write a variety of sentences (e.g., simple and compound).
CC.3.L.1.i	Produce simple, compound, and complex sentences.

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

Alignment ID	Alignment Text
3A.2	Construct complete sentences.
3B.7	Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3.3.06	Demonstrate grade-appropriate use of the various parts of speech.
CC.3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CC.3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
4B.5	Use appropriate details (e.g., descriptive words, reasons).
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
CC.3.W.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
1.C.1e	Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).
1C.12	Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).

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

Alignment ID	Alignment Text
3C.3	Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).
3.3.12	Use grade-appropriate apostrophes correctly.
3.3.13	Use quotation marks in direct quotations.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.3.L.2.c	Use commas and quotation marks in dialogue.
3A.6	Use appropriate punctuation.
3.3.10	Use correct end punctuation.
3A.4	Use end marks, commas, and quotation marks.
3A.10	Proofread and revise one’s own work.
3A.8	Proofread one’s own work and the work of others and revise accordingly.
3B.2	Compose topic sentence; establish and maintain a focus.
CC.K-12.W.R.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3B.5	Elaborate and support written content with facts, details, and description.

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

Alignment ID	Alignment Text
5A.7	Begin to include facts and details.
3B.6	Elaborate and support ideas (e.g., pictures, facts, details, description, narration).
CC.K-12.W.R.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3.3.14	Set the purpose of the composition through a thematic introduction or specific preview. (If previewed, address each point.)
3.3.15	Maintain logic throughout.
3.3.16	Write a closing that relates to the topic. (May be a restatement of points in the introduction.)
3.3.17	Use well chosen words that suit the message and occasion.
3.3.18	Include specific details to support major points.
3.3.19	Build and connect ideas to create depth.
3.3.21	Include evident structure (beginning, middle, and end).
3.3.22	Use appropriate paragraphing for major points.
3.3.23	Use basic transitions to connect sentences and paragraphs.
3.3.24	Vary sentence structure.

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

Alignment ID	Alignment Text
3.3.25	Fully develop the composition for grade level.
3.3.26	Include a clear, purposeful focus and voice.
3.3.27	Write in-depth support.
3.3.28	Achieve coherence and cohesion.
CC.3.W.2.b	Develop the topic with facts, definitions, and details.
3.A.1	Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.
3C.1	Use the writing process for a variety of purposes (e.g., narration, exposition).
3B.4	Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.
3A.1	Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
3B.3	Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
3C.2	Use the characteristics of a well-developed narrative, expository, and persuasive piece.

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

Alignment ID	Alignment Text
3.B.1b	Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).
5.C.1a	Write letters, reports and stories based on acquired information.
5C.5	Create a report of ideas (e.g., drawing, using available technology, writing a story, letter, report).
5C.4	Compose information in an appropriate medium/format.
3C.4	Write friendly letters.
5C.1	Access print, non-print information for written reports, letters, and/or stories.
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
CC.4.L.2.a	Use correct capitalization.
CC.4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CC.4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CC.4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3A.10	Proofread and revise one’s own work.
4B.11	Use rules governing spoken English.
5C.6	Begin to revise and edit the work.
3A.8	Proofread one’s own work and the work of others and revise accordingly.
3B.8	Revise and edit (e.g., conference with self, peer, volunteer, teacher).
5C.4	Revise/edit the work.
3A.5	Use appropriate capitalization.
3A.3	Use appropriate capitalization.

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

Alignment ID	Alignment Text
3C.5	Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.
3B.2	Compose topic sentence; establish and maintain a focus.
CC.K-12.W.R.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3.B.2c	Expand ideas by using modifiers, subordination and standard paragraph organization.
CC.K-12.W.R.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.4.W.1.b	Provide reasons that are supported by facts and details.
CC.4.W.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CC.4.W.1.d	Provide a concluding statement or section related to the opinion presented.
5C.8	Communicate ideas, insights, or theories that have been elaborated or illustrated through facts, details, quotations, statistics, and/or information.
CC.K-12.W.R.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CC.4.W.2.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.

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

Alignment ID	Alignment Text
CC.4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CC.4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CC.4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
3B.4	Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.
3C.2	Use the characteristics of a well-developed narrative, expository, and persuasive piece.
CC.4.W.1.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.
3.B.2b	Establish central idea, organization, elaboration and unity in relation to purpose and audience.
5C.7	Select an organizational structure that is useful to the reader.
CC.4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
3.A.2	Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.

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

Alignment ID	Alignment Text
3.B.2d	Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.
3A.1	Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
3B.3	Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
3B.5	Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
3B.6	Elaborate ideas through facts, details, description, reasons, narration.
3B.7	Use adjectives, adverbs, and prepositional phrases to enrich written language.
CC.4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CC.4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CC.4.L.3.a	Choose words and phrases to convey ideas precisely.
CC.4.L.3.b	Choose punctuation for effect.
3A.2	Construct complete sentences.

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

Alignment ID	Alignment Text
3A.9	Demonstrate appropriate use of the various parts of speech (e.g., nouns, pronouns, verbs).
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
3C.1	Use appropriate language, detail, and format for a specified audience.
CC.4.L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
1B.12	Interpret age-appropriate figurative language.
2A.12	Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
1A.7	Identify and interpret common idioms, similes, analogies, and metaphors.
2.4.11	Identify and interpret figurative language (e.g., metaphor, simile, idiom).
2A.8	Identify metaphor, simile, onomatopoeia, and hyperbole in text.
1C.8	Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
CC.4.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CC.4.W.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

Alignment ID	Alignment Text
CC.4.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
3C.3	Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CC.4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
3A.6	Use appropriate punctuation.
3A.4	Use appropriate punctuation.
3.B.2a	Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
3B.1	Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers).
CC.K-12.W.R.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CC.K-12.R.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.C.2a	Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e. g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

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

Alignment ID	Alignment Text
1C.9	Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphors).
5C.1	Select an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
5.A.2b	Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD/ROMs).
5A.3.1	Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).
5A.7	Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMS).
CC.5.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
3.5.05	Write sentences with correct pronoun-antecedent agreement.
3A.7	Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
3.5.09	Capitalize words correctly (based on grade-appropriate rules).
CC.5.L.2.a	Use punctuation to separate items in a series.
CC.5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CC.5.L.2.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?).

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

Alignment ID	Alignment Text
3.5.01	Write complete sentences (e.g., avoid fragments and run-on sentences).
CC.5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
3B.7	Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
3A.3	Use a variety of sentence structures (e.g., simple, compound).
CC.5.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
CC.5.W.3.e	Provide a conclusion that follows from the narrated experiences or events.
CC.K-12.W.R.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4B.2	Evaluate and select details appropriate for informing, entertaining and persuading.
3.5.10	Use correct end punctuation.
3.5.12	Use grade-appropriate apostrophes correctly.
3.5.13	Use quotation marks in direct quotations.
CC.K-12.L.R.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Alignment ID	Alignment Text
3.B.2d	Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.
3A.8	Proofread one's own work and the work of others and revise accordingly.
3A.5	Proofread for correct English conventions.
CC.5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.5.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5C.3	Develop acquired information by using a recognizable format (e.g., research paper, poem, story, play, letter).
3.5.16	Write an effective closing that relates to the topic. (May be a restatement of points in the introduction.)
3.5.18	Include specific details to support major points.
3.5.19	Build and connect ideas to create depth.
3.5.24	Vary sentence structure.
3.5.27	Write in-depth, balanced support.

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Alignment ID	Alignment Text
CC.K-12.W.R.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CC.5.W.1.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.
CC.5.W.1.b	Provide logically ordered reasons that are supported by facts and details.
CC.5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CC.5.W.1.d	Provide a concluding statement or section related to the opinion presented.
CC.5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3B.5	Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
5C.8	Communicate ideas, insights, or theories that have been elaborated or illustrated through facts, details, quotations, statistics, and/or information.
3C.6	Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).
3.B.2b	Establish central idea, organization, elaboration and unity in relation to purpose and audience.
CC.K-12.W.R.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Alignment ID	Alignment Text
CC.K-12.R.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.B.2c	Expand ideas by using modifiers, subordination and standard paragraph organization.
3.C.2a	Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e. g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).
3B.2	Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).
3C.2	Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).
5C.1	Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
3.5.15	Maintain logic throughout.
3.5.21	Include clear structure (beginning, middle, and end).
3.5.22	Use appropriate paragraphing for major points.
CC.K-12.W.R.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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Alignment ID	Alignment Text
CC.5.W.2.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.
CC.5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3A.2	Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
3B.4	Organize a coherent structure appropriate to purpose (i.e., narration, exposition, persuasion), audience, and context using paragraphs and transition words.
3C.5	Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.
3A.1	Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.
3B.3	Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).
3C.4	Develop a multi-paragraph piece of persuasive writing.
3C.3	Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.

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Alignment ID	Alignment Text
CC.K-12.W.R.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3.B.2a	Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
3B.6	Elaborate ideas through facts, details, description, reasons, narration.
3B.1	Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizers).
3C.7	Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.
3.5.11	Use grade-appropriate commas correctly.
3.5.17	Use well chosen words that suit the message and occasion.
CC.5.W.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3A.4	Use appropriate punctuation.
3.5.03	Write a variety of sentences (e.g., simple, compound and complex).

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Alignment ID	Alignment Text
CC.5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
3.A.2	Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.
3C.1	Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).
CC.5.R.L.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
1A.7	Identify and interpret common idioms, similes, analogies, and metaphors.
1A.5	Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings of words.
2A.6	Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback, scene, dialogue).
2.5.12	Identify and interpret figurative language (e.g., metaphor, alliteration, personification).
2.5.13	Identify examples of poetic devices using sound, such as alliteration, onomatopoeia, rhyme scheme, unrhymed verse.
CC.5.L.5.a	Interpret figurative language, including similes and metaphors, in context.
1B.13	Generalize meanings from figurative language.

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Alignment ID	Alignment Text
2A.8	Identify metaphor, simile, onomatopoeia, and hyperbole in text.
2A.11	Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme).
1C.8	Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
1A.8	Recognize literary devices (e.g., figurative language, description, dialogue) in text.
1B.12	Interpret the meaning of figurative language in a variety of texts.
1C.9	Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).
2A.2	Identify literary elements and literary techniques (e.g., satire, characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.

0545200733 Scholastic Success With Traditional Manuscript: Grades K–1

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
CC.K.L.1.a	Print many upper- and lowercase letters.
CC.1.L.1.a	Print all upper- and lowercase letters.
3.A.Ka	Write upper and lowercase letters.

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
CC.K.R.F.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CC.K.R.F.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1.A.1a	Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.
4.D.ECa	Recognize own name and common signs and labels in the environment.
4.D.1	Identify labels (e.g., the words posted to identify various centers, objects, and materials) and more than two classmates' names in the classroom.
1.A.Kg	Read one syllable and high frequency words.
1.A.14	Read high frequency words by sight.