0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
K.RF.2.2	Recognize that written words are made up of sequences of letters.
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
ELA2.3.1	Begin to understand that books are comprised of written words
ELA2.1.1	Recognize and identify most uppercase and some lowercase letters

0545200938   Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
M4.2.3	Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects
M4.2.4	Use informal language to describe three-dimensional shapes (e.g., "box" for cube; "ball" for sphere; "can" for cylinder)
K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.
K.NS.2	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.NS.4	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
K.NS.6	Recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting.
K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals.
K.NS.10	Separate sets of ten or fewer objects into equal groups.
K.CA.1	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M1.1.3	Recognize the last number name said tells the number of objects counted
M1.2.1	Match number symbols with amounts 1-10
M1.2.2	Name written numerals from 0-10
PS.6	Attend to precision.
K.NS.3	Find the number that is one more than or one less than any whole number up to 20.
K.NS.9	Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.
M1.3.1	Identify when 2 sets are equal using matching and counting strategies
PS.7	Look for and make use of structure.
PS.8	Look for and express regularity in repeated reasoning.
K.CA.5	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
M2.2.1	Begin to create and extend a new simple pattern
K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.NS.7	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).
M5.1.3	Tell what activity comes before and after
M1.3.3	Compare the values of two numbers from 1 to 10 presented as written numerals
M2.2.2	Understand sequence of events when clearly explained
M5.2.2	Measure length and volume (capacity) using a standard measurement tool
M1.3.2	Correctly use the words for position
M4.1.2	Use position terms such as above, below, beside, and between
M4.2.1	Use the attributes of shapes to distinguish between shapes
M5.2.1	Directly compare and describe two or more objects with a measurable attribute
PS.1	Make sense of problems and persevere in solving them.
PS.5	Use appropriate tools strategically.
M1.1.5	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5
M1.1.4	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
K.DA.1	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
M4.2.2	Start to identify the attributes of shapes
M3.1.1	Explain simple sorting or classifying strategies
M3.1.2	Sort a group of objects in multiple ways
ELA2.2.1	Demonstrate basic knowledge of letter-sound correspondence
K.RF.2.2	Recognize that written words are made up of sequences of letters.
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
ELA2.3.1	Begin to understand that books are comprised of written words
ELA2.1.1	Recognize and identify most uppercase and some lowercase letters
K.RF.3.1	Identify and produce rhyming words.
ELA2.2.5	Demonstrate awareness of sounds as separate units

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
ELA2.2.2	Engage in rhyming games and songs; can complete a familiar rhyme
ELA2.2.3	Make rhymes to simple words
K.RF.1.1	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
K.SL.4.1	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
ELA1.2.4	Describe activities, experiences, and stories with expanded detail
K.RF.3.1	Identify and produce rhyming words.
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
ELA2.2.2	Engage in rhyming games and songs; can complete a familiar rhyme
ELA2.2.3	Make rhymes to simple words
ELA2.2.5	Isolate the initial sound in some words
K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.
ELA1.1.1	Demonstrate continual growth in understanding increasingly complex and varied vocabulary
ELA1.2.1	Demonstrate continual growth in increasingly varied and complex vocabulary
K.RF.1.1	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
K.RV.1.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
K.RV.2.4	Recognize frequently occurring inflections (e.g., look, looks).
ELA2.1.2	Recognize own name in print

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
K.RF.3.1	Identify and produce rhyming words.
ELA2.2.2	Engage in rhyming games and songs; can complete a familiar rhyme
ELA2.2.3	Make rhymes to simple words
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
K.RF.2.2	Recognize that written words are made up of sequences of letters.
K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
K.RF.4.3	Recognize the long and short sounds for the five major vowels.
K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
ELA2.3.1	Begin to understand that books are comprised of written words
ELA2.1.1	Recognize and identify most uppercase and some lowercase letters

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
ELA2.2.1	Demonstrate basic knowledge of letter-sound correspondence
ELA2.2.5	Isolate the initial sound in some words

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
ELA2.1.1	Recognize and identify most uppercase and some lowercase letters
K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.
K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
K.RF.4.3	Recognize the long and short sounds for the five major vowels.
K.W.6.2c	Spelling – Spelling simple words phonetically, drawing on phonemic awareness.
ELA2.2.5	Demonstrate awareness of sounds as separate units
ELA2.3.1	Begin to understand that books are comprised of written words
ELA2.2.1	Demonstrate basic knowledge of letter-sound correspondence

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
PS.2	Reason abstractly and quantitatively.
1.G.1	Identify objects as two-dimensional or three-dimensional. Classify and sort two-dimensional and three-dimensional objects by shape, size, roundness and other attributes. Describe how two-dimensional shapes make up the faces of three-dimensional objects.
1.CA.7	Create, extend, and give an appropriate rule for number patterns using addition within 100.
PS.8	Look for and express regularity in repeated reasoning.
1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.
1.CA.5	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 models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.
1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. 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 $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.

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

Alignment ID	Alignment Text
1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
1.CA.3	Create a real-world problem to represent a given equation involving addition and subtraction within 20.

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.NS.1	Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.
2.NS.5	Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).
2.NS.4	Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.
2.NS.3	Plot and compare whole numbers up to 1,000 on a number line.
2.NS.6	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NS.7	Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
PS.7	Look for and make use of structure.
PS.8	Look for and express regularity in repeated reasoning.
2.CA.7	Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.CA.4	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.
2.CA.5	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 groups.
2.CA.2	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
2.M.6	Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.
PS.6	Attend to precision.
2.DA.1	Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.
3.DA.1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
3.C.3	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
3.C.4	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ 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).
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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

Alignment ID	Alignment Text
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
3.C.1	Add and subtract whole numbers fluently within 1000.
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.

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

Alignment ID	Alignment Text
3.NS.3	Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b.
3.NS.6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.
3.NS.7	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).
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).
3.DA.2	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.
4.NS.9	Use place value understanding to round multi-digit whole numbers to any given place value.
PS.4	Model with mathematics.
PS.8	Look for and express regularity in repeated reasoning.
4.AT.6	Understand that an equation, such as $y = 3x + 5$, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.
4.DA.1	Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.
4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
4.AT.1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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

Alignment ID	Alignment Text
4.C.2	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. Describe the strategy and explain the reasoning.
4.C.4	Multiply fluently within 100.
4.AT.3	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
4.C.3	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. Describe the strategy and explain the reasoning.
4.NS.3	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.
4.NS.4	Explain why a fraction, a/b, is equivalent to a fraction, $(n \times a)/(n \times b)$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use the principle to recognize and generate equivalent fractions.
4.DA.2	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 data displayed in line plots.
4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.

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

Alignment ID	Alignment Text
4.AT.5	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).
4.NS.6	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., $1/2 = 0.5 = 0.50$, $7/4 = 1\ 3/4 = 1.75$).
4.M.3	Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
PS.5	Use appropriate tools strategically.

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
5.C.2	Find whole-number quotients and remainders 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. Describe the strategy and explain the reasoning used.
5.DS.2	Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
5.C.3	Compare 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.
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).
5.C.6	Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, a/b = (n × a)/(n × b), to the effect of multiplying a/b by 1.
5.NS.3	Recognize the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.

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

Alignment ID	Alignment Text
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.
PS.8	Look for and express regularity in repeated reasoning.
5.NS.6	Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.
5.NS.4	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.
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

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

Alignment ID	Alignment Text
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
5.AT.6	Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
5.AT.7	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.2	Compare two whole numbers up to 10,000 using >, =, and < symbols.
3.NS.3	Understand a fraction, 1/b, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b, as the quantity formed by a parts of size 1/b.
3.NS.7	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).
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.
PS.5	Use appropriate tools strategically.
3.G.3	Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).

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

Alignment ID	Alignment Text
3.DA.1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.
3.C.1	Add and subtract whole numbers fluently within 1000.
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

0545200652   Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
PS.4	Model with mathematics.
PS.8	Look for and express regularity in repeated reasoning.
4.NS.1	Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.
4.NS.5	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, 1/2, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
4.NS.6	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 = 0.50, 7/4 = 1 3/4 = 1.75).
4.NS.8	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.
4.NS.9	Use place value understanding to round multi-digit whole numbers to any given place value.
4.C.7	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can by multiplied in any order. Understand and use the distributive property.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.AT.6	Understand that an equation, such as y = 3x + 5, is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given. Generate a number pattern that follows a given rule.
4.DA.1	Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.
PS.5	Use appropriate tools strategically.
4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
4.C.2	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. Describe the strategy and explain the reasoning.
4.C.3	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. Describe the strategy and explain the reasoning.
4.C.4	Multiply fluently within 100.

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

Alignment ID	Alignment Text
4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.
4.AT.1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
4.AT.3	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.
4.AT.5	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).
4.M.3	Use the four operations (addition, subtraction, multiplication and division) to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
4.DA.2	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 data displayed in line plots.

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
PS.8	Look for and express regularity in repeated reasoning.
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.
5.DS.1	Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.
PS.5	Use appropriate tools strategically.
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

Success With Workbooks State Standards

Alignment ID	Alignment Text
5.NS.4	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.
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
5.C.2	Find whole-number quotients and remainders 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. Describe the strategy and explain the reasoning used.
5.C.3	Compare 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.
5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
5.C.6	Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

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

Alignment ID	Alignment Text
5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
5.AT.6	Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
5.AT.7	Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.DS.2	Understand and use measures of center (mean and median) and frequency (mode) to describe a data set.

Success With Workbooks State Standards

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
PS.8	Look for and express regularity in repeated reasoning.
6.C.5	Evaluate positive rational numbers with whole number exponents.
6.C.6	Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.
6.AF.2	Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.
6.GM.4	Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.
6.DS.3	Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).
PS.1	Make sense of problems and persevere in solving them.
PS.2	Reason abstractly and quantitatively.
PS.3	Construct viable arguments and critique the reasoning of others.

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

Alignment ID	Alignment Text
PS.5	Use appropriate tools strategically.
6.C.1	Divide multi-digit whole numbers fluently using a standard algorithmic approach.
6.C.2	Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.
6.C.3	Solve real-world problems with positive fractions and decimals by using one or two operations.
6.AF.7	Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
6.AF.8	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6.AF.9	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.
6.GM.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 to solve real-world and other mathematical problems.

0545201039   Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
3.RL.1.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
3.RN.1.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

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

Alignment ID	Alignment Text
3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
3.RN.3.3	Distinguish one's own perspective from that of the author of the text.
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RV.3.3	Recognize the meanings of idioms in context.
3.RV.1.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

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

Alignment ID   Alignment Text

3.RV.2.4   Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
4.RL.1.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
4.RN.1.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

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

Alignment ID	Alignment Text
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
4.RV.2.4	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.

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

Alignment ID	Alignment Text
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.
4.RV.1.1	Build and use accurately general academic and content-specific words and phrases.
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
5.W.3.2e	Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
5.RL.1.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RN.1.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
5.RN.2.3	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.
5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.

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

Alignment ID	Alignment Text
5.SL.3.1	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.RV.1.1	Build and use accurately general academic and content-specific words and phrases.
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
6.RL.1.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.
6.RL.4.2	Compare and contrast works of literature 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.
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
6.RN.1.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
6.RN.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

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

Alignment ID	Alignment Text
6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RN.3.2	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.
6.RN.3.3	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.
6.RN.4.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
6.RN.4.3	Compare and contrast one author's presentation of events with that of another.
6.RV.2.3	Distinguish among the connotations of words with similar denotations.
6.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

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

Alignment ID	Alignment Text
6.RV.3.3	Interpret figures of speech (e.g., personification) in context.
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.
6-8.LH.2.2	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.
6-8.LH.2.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.LH.3.2	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6-8.LH.3.3	Identify aspects of a text that reveal an author's perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6-8.LH.4.1	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.
6-8.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.

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

Alignment ID	Alignment Text
6-8.LST.2.1	Cite specific textual evidence to support analysis of science and technical texts.
6-8.LST.2.2	Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
6-8.LST.2.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6-8.LST.3.1	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.
6-8.LST.3.2	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.
6-8.LST.3.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
6-8.LST.4.1	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).
6-8.LST.4.2	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
6-8.LST.4.3	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6-8.LST.7.3	Draw evidence from informational texts to support analysis, reflection, and research.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
6.RV.1.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
6.RV.2.2	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
1.W.6.2b.1	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
1.W.6.1e	Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.W.6.1b	Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
1.W.4.1a	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
1.W.6.2a	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
2.W.6.1a	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
2.W.6.2a	Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
2.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.
2.W.6.1e	Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
2.W.6.2b.1	Correctly using a period, question mark, or exclamation mark at the end of a sentence.
2.RV.1.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
2.W.6.1c	Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.
2.RF.4.6	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
2.W.6.2b.2	Using an apostrophe to form contractions and singular possessive nouns.

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

Alignment ID	Alignment Text
2.W.6.1b.1	Writing sentences that use the past tense of frequently occurring irregular verbs.
2.W.6.1b.2	Understanding the functions of different types of verbs (e.g., action, linking) in sentences.

0545201055   Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
3.W.6.1c	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
3.W.6.2b.1	Correctly using apostrophes to form contractions and singular and plural possessives.
3.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
3.W.6.2b.2	Using quotation marks to mark direct speech.
3.W.6.2b.3	Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).

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

Alignment ID   Alignment Text

3.W.6.1b   Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey
                          various times, sequences, states, and conditions.

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
4.W.6.2b.3	Using a comma before a coordinating conjunction in a compound sentence.
4.W.6.2a	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
4.W.6.1b.3	Using modal auxiliaries (e.g., can, may, must).
4.W.6.1b.1	Writing sentences that use the progressive verb tenses.
4.W.6.1d	Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.
4.W.6.1b.2	Recognizing and correcting inappropriate shifts in verb tense.
4.W.6.2b.2	Correctly using quotation marks and commas to mark direct speech.
4.W.6.1c	Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.

0545201020 Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.6.1b.1	Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
5.W.6.1b.2	Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
5.W.3.2b	Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
5.W.6.2b.1	Applying correct usage of apostrophes and quotation marks in writing.
5.W.6.1d	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
5.W.6.2b.2	Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
4.C.1	Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.
4.AT.1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
4.C.2	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. Describe the strategy and explain the reasoning.
4.C.4	Multiply fluently within 100.
4.AT.3	Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.
4.C.3	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. Describe the strategy and explain the reasoning.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.C.9	Evaluate expressions with parentheses or brackets involving whole numbers using the commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property.
5.C.1	Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
5.NS.4	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.
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).
5.AT.1	Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem.

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.CA.4	Solve real-world problems that call for addition of three whole numbers whose sum is within 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. 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 $6 + 6 + 1 = 12 + 1 = 13$). Understand the role of 0 in addition and subtraction.
1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
1.CA.3	Create a real-world problem to represent a given equation involving addition and subtraction within 20.
1.CA.5	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 models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and that sometimes it is necessary to compose a ten.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.CA.1	Add and subtract fluently within 100.
2.CA.2	Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
2.CA.4	Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.C.1	Add and subtract whole numbers fluently within 1000.
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.M.2	Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.C.4	Add and subtract fractions with unlike denominators, including mixed numbers.
5.AT.2	Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable.
5.NS.2	Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.
5.C.3	Compare 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.
5.C.5	Use visual fraction models and numbers to multiply a fraction by a fraction or a whole number.
5.C.6	Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1.
5.AT.3	Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem).

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

Alignment ID	Alignment Text
5.C.7	Use visual fraction models and numbers to divide a unit fraction by a non-zero whole number and to divide a whole number by a unit fraction.
5.AT.4	Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).
5.NS.3	Recognize the relationship 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 inversely, a digit in one place represents 1/10 of what it represents in the place to its left.
5.NS.1	Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.
5.NS.5	Use place value understanding to round decimal numbers up to thousandths to any given place value.
5.NS.4	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.
5.C.8	Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning.
5.AT.5	Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations to represent the problem).

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
4.NS.6	Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 = 0.50, 7/4 = 1 3/4 = 1.75).
4.M.1	Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
4.DA.2	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 data displayed in line plots.
4.C.6	Add and subtract mixed numbers with common 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).
4.NS.3	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.
4.NS.4	Explain why a fraction, a/b, is equivalent to a fraction, (n × a)/(n × b), by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use the principle to recognize and generate equivalent fractions.
4.NS.5	Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, 1/2, and 1). Recognize 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).

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

Alignment ID	Alignment Text
4.C.5	Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand addition and subtraction of fractions as combining and separating parts referring to the same whole.
4.AT.5	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem).

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.
3.C.4	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ 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).
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

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

Alignment ID	Alignment Text
3.C.3	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
4.C.7	Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can by multiplied in any order. Understand and use the distributive property.
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
4.AT.2	Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.
4.AT.4	Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison.
4.NS.8	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.
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication.

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

Alignment ID	Alignment Text
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
4.C.2	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. Describe the strategy and explain the reasoning.
4.C.4	Multiply fluently within 100.
4.AT.3	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.

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
M4.2.3	Use names of two- dimensional shapes (e.g., square; triangle; circle) when identifying objects
K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals.
K.NS.1	Count to at least 100 by ones and tens and count on by one from any number.
M1.3.4	Demonstrate the understanding of the concept of before
PS.7	Look for and make use of structure.
PS.8	Look for and express regularity in repeated reasoning.
K.CA.5	Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.
M2.2.1	Begin to create and extend a new simple pattern
K.NS.7	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).
M1.3.2	Correctly use the words for comparing quantities
M1.3.1	Identify when 2 sets are equal using matching and counting strategies
PS.2	Reason abstractly and quantitatively.

0545200857　　　　**Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.NS.3	Find the number that is one more than or one less than any whole number up to 20.
K.NS.4	Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.
K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
K.CA.1	Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.
M1.1.5	Draw pictures, symbols, or use manipulatives to represent a spoken number 0-5
M1.1.3	Recognize the last number name said tells the number of objects counted
M1.2.1	Match number symbols with amounts 1-10
K.NS.2	Write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
M1.1.4	Draw pictures, symbols, or use manipulatives to represent spoken number 0-10

0545200849   Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
1.RL.2.1	Ask and answer questions about main idea and key details in a text.
1.RN.2.2	Retell main ideas and key details of a text.
1.RN.4.1	Identify the reasons the author gives to support points in a text.
1.SL.4.3	Give and follow three- and four-step directions.
1.RL.2.4	Make and confirm predictions about what will happen next in a story.
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).
1.RF.1.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

0545200830 Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.
2.RN.4.1	Describe how an author uses facts to support specific points in a text.
2.SL.3.1	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.4.3	Give and follow multi-step directions.
2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
2.RF.1.1	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
2.RL.1.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
2.RL.2.1	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.
2.RV.3.1	Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RV.1.1	Build and use accurately conversational, general academic, and content-specific words and phrases.
3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

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

Alignment ID	Alignment Text
3.RF.1.1	Apply foundational reading skills to build reading fluency and comprehension.
3.RL.1.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3.2	Identify and use evidence a speaker provides to support particular points.
4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
4.RV.1.1	Build and use accurately general academic and content-specific words and phrases.
4.RV.2.1	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
4.RF.1.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.
4.RN.3.2	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
4.W.5.1d	Summarize and organize information in their own words, giving credit to the source.
4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
5.RF.1.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.
5.RV.1.1	Build and use accurately general academic and content-specific words and phrases.
5.RV.2.1	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).
5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
1.W.6.2a	Capitalization – Capitalizing the first word of a sentence, dates, names of people, and the pronoun I.
1.W.6.2b.1	Correctly using a period, question mark, and exclamation mark at the end of a sentence.
1.W.6.1b	Verbs – Writing sentences using verbs to convey a sense of past, present, and future.
1.RF.2.3	Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).
1.W.6.1e	Usage – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
2.W.6.2b.1	Correctly using a period, question mark, or exclamation mark at the end of a sentence.
2.RV.1.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
2.W.6.1c	Adjectives/Adverbs – Writing sentences that use adjectives and adverbs.
2.W.6.1e	Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
2.W.6.2b.3	Using commas in greetings and closings of letters, dates, and to separate items in a series.
2.W.6.1b.1	Writing sentences that use the past tense of frequently occurring irregular verbs.
2.W.6.1b.2	Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Alignment ID	Alignment Text
2.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.
2.W.3.3a	Include a beginning.
2.W.3.3b	Use temporal words to signal event order (e.g., first of all).
2.W.3.3c	Provide details to describe actions, thoughts, and feelings.
2.W.3.3d	Provide an ending.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
3.W.3.3b	Include specific descriptive details and clear event sequences.
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.1c	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
3.W.3.3c	Include dialogue.
3.W.6.2b.2	Using quotation marks to mark direct speech.
3.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
3.W.3.2b	Develop the topic with facts and details.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
4.W.6.2a	Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
4.W.6.2b.3	Using a comma before a coordinating conjunction in a compound sentence.
4.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
4.W.3.2a	Provide an introductory paragraph with a clear main idea.
4.W.3.3b	Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
4.W.3.1a	In an introductory statement, clearly state an opinion to a particular audience.
4.W.3.1b	Support the opinion with facts and details from various sources, including texts.
4.W.3.1d	Connect opinion and reasons using words and phrases.
4.W.3.1e	Provide a concluding statement or section related to the position presented.
4.W.3.2b	Provide supporting paragraphs with topic and summary sentences.
4.W.3.2c	Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.W.3.2d	Connect ideas using words and phrases.
4.W.3.2g	Provide a concluding statement or section.
4.W.3.1c	Use an organizational structure to group related ideas that support the purpose.
4.W.6.1b.1	Writing sentences that use the progressive verb tenses.
4.W.6.1b.3	Using modal auxiliaries (e.g., can, may, must).
4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
4.W.3.3a	Establish an introduction, with a context to allow the reader to imagine the world of the event or experience.
4.W.3.3c	Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.
4.W.3.3d	Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.
4.W.6.2b.2	Correctly using quotation marks and commas to mark direct speech.

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

Alignment ID	Alignment Text
4.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
5.W.6.2a	Capitalization – Applying correct usage of capitalization in writing.
5.W.6.2b.2	Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
5.W.3.2f	Provide a concluding statement or section related to the information or explanation presented.
5.W.3.3e	Provide an ending that follows from the narrated experiences or events.
5.W.3.2e	Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
5.W.3.3d	Use precise and expressive vocabulary and figurative language for effect.
5.W.3.1a	Clearly present a position in an introductory statement to an identified audience.
5.W.3.1b	Support the position with qualitative and quantitative facts and details from various sources, including texts.
5.W.3.1c	Use an organizational structure to group related ideas that support the purpose.
5.W.3.1d	Use language appropriate for the identified audience.

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

Alignment ID	Alignment Text
5.W.3.1e	Connect reasons to the position using words, phrases, and clauses.
5.W.3.1f	Provide a concluding statement or section related to the position presented.
5.W.3.2b	Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.
5.W.3.2a	Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
5.W.4.1a	Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.
5.W.3.3c	Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
5.W.6.1b.1	Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
5.W.6.1d	Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.
4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).
ELA2.1.2	Recognize own name in print