SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
L.K.1.a	Print many upper- and lowercase letters.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
HW.K.1	Print all upper and lowercase letters and numerals.
3.3.1	Recognizes some letters of the alphabet.
3.3.2	Recognizes some letters and words in print.
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
4.1.3	Understands that once an oral message is written it reads the same way every time.
4.2.4	Writes recognizable letters.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
KY.K.G.1.a	Describe objects in the environment using names of shapes.
1.2.1	Recognizes some basic shapes.
1.2.2	Creates and duplicates shapes.
1.2.3	Identifies shapes.
1.2.4	Recognizes parts of a whole.
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.
MA-EP-3.1.5	Students will identify and describe congruent figures in real-world and mathematical problems.
K.CC.A.1	Count to 100 by ones and by tens.
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
KY.K.CC.1.a	Count to 100 by ones and by tens.
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

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Alignment ID	Alignment Text
KY.K.CC.1.b	Count backwards from 30 by ones.
K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
KY.K.CC.2	Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).
K.CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
KY.K.CC.3.a	Write numbers from 0 to 20.
KY.K.CC.3.b	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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Alignment ID	Alignment Text
KY.K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
KY.K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
KY.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.
KY.K.CC.5.a	Count to answer "how many?" questions with as many as 20 things arranged in a line, a rectangular array, or a circle.
KY.K.CC.5.b	Count to answer "how many?" questions with as many as 10 things in a scattered configuration.
KY.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
KY.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
1.1.1	Imitates rote counting using the names of the numbers.
1.1.2	Counts in sequence to 5 and beyond.
1.1.4	Understands that a single object is always "one" regardless of size, shape, other attributes.
1.1.5	Counts concrete objects to 5 and beyond.
1.1.9	Realizes that the last number counted is the total amount of objects.

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Alignment ID	Alignment Text
1.1.10	Recognizes some numerals and associates number concepts with print materials in a meaningful way.
1.1.11	Names and writes some numerals.
MA-EP-1.1.1.a	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and
MA-EP-1.1.2	Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.
MA-EP-1.1.3	Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;
MA-EP-1.3.2	Students will skip-count forward and backward by 2s, 5s, 10s and 100s.
6	Attend to precision.
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
KY.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute and describe the difference.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
1.1.3	Arranges sets of objects in one-to-one correspondence.
1.1.7	Compares concrete quantities to determine which has more.
1.1.8	Recognizes that a set of objects remains the same amount if physically rearranged.
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.
1.3.4	Recognizes, duplicates, and extends simple patterns.
MA-EP-5.1.1	Students will extend simple patterns (e.g., 2,4,6,8,...; diamond, triangle, diamond, triangle...).
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
KY.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
1.4.6	Categorizes and sequences time intervals and uses language associated with time in everyday situations.

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Alignment ID	Alignment Text
1.4.5	Categorizes and sequences time intervals and uses language associated with time in everyday situations.
RD-EP-2.0.5	Students will identify the correct sequence.
WR-EP-2.3.3.c	Students will develop text structure (e.g., problem/solution, question/answer, description, sequence) to achieve purpose.
WR-EP-2.3.3.d	Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details.
WR-EP-4.10.7	Students will correct sentences that are out of chronological/sequential order.
MA-EP-1.3.1.b	multiply whole numbers of 10 or less;
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
KY.K.MD.1	Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.
1.4.4	Explores, compares, and describes length, weight, or volume using standard units.
1.4.3	Explores, compares, and describes length, weight or volume using nonstandard units.
	Explores, compares, and describes length, weight, or volume using standard units.

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Alignment ID	Alignment Text
MA-EP-2.1.4	Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.
MA-EP-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-EP-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).
MA-EP-2.2.3	Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
KY.K.G.1.b	Describe the relative positions of these objects using terms above, below, in front of, behind and next to.
1.2.7	Uses words that indicate directionality, order and position of objects.
1.2.5	Recognizes the position of objects.
1.2.6	Uses words that indicate directionality, order and position of objects.
MA-EP-3.3.1	Students will locate points on a grid representing a positive coordinate system.

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Alignment ID	Alignment Text
K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
KY.K.G.4	Describe the similarities, differences and attributes of two and three dimensional shapes using different sizes and orientations.
1	Make sense of problems and persevere in solving them.
5	Use appropriate tools strategically.
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
KY.K.MD.3	Classify and sort objects or people by attributes. Limit objects or people in each category to be less than or equal to 10.

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Alignment ID	Alignment Text
KY.K.G.2	Correctly name shapes regardless of orientations or overall size.
1.3.1	Matches objects.
1.3.2	Sorts objects by one or more attributes.
1.3.3	Describes objects by one or more attributes.
1.4.1	Compares and orders by size.
MA-EP-2.1.5	Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
L.K.5b	Demonstrate an understanding of verbs and adjectives and their antonyms.
RD-EP-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words for comprehension.
3.4.5	Makes some letter-sound connections.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
L.K.1.a	Print many upper- and lowercase letters.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
HW.K.1	Print all upper and lowercase letters and numerals.
3.3.1	Recognizes some letters of the alphabet.
3.3.2	Recognizes some letters and words in print.
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
4.1.3	Understands that once an oral message is written it reads the same way every time.
4.2.4	Writes recognizable letters.
RF.K.2.a	Recognize and produce rhyming words.
RF.K.2a	Recognize and orally produce rhyming words.
3.4.1	Recognizes rhyming words.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
3.4.3	Produces a rhyming word.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
2.2.2	Makes comparisons through everyday experiences and play.
RF.K.2.a	Recognize and produce rhyming words.
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2a	Recognize and orally produce rhyming words.
RF.K.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
3.4.1	Recognizes rhyming words.
3.4.3	Produces a rhyming word.
3.4.6	Identifies some beginning sounds.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RD-EP-2.0.5	Students will identify the correct sequence.
RD-EP-5.0.4	Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
WR-EP-2.3.3.c	Students will develop text structure (e.g., problem/solution, question/answer, description, sequence) to achieve purpose.
WR-EP-2.3.3.d	Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details.
WR-EP-4.10.7	Students will correct sentences that are out of chronological/sequential order.
L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5b	Demonstrate an understanding of verbs and adjectives and their antonyms.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
3.3.2	Recognizes some letters and words in print.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
RF.K.3d	Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
L.K.4a	Identify homophones.
L.K.4c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-EP-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words for comprehension.
RD-EP-1.0.3	Students will know that some words have multiple meanings and identify the correct meaning as the word is used.
RD-EP-1.0.4	Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.
RD-EP-2.0.4	Students will interpret specialized vocabulary (words and terms specific to understanding the content).

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
RF.K.2.a	Recognize and produce rhyming words.
RF.K.2a	Recognize and orally produce rhyming words.
3.4.1	Recognizes rhyming words.
3.4.3	Produces a rhyming word.
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3d	Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds.
3.3.1	Recognizes some letters of the alphabet.
3.3.2	Recognizes some letters and words in print.
3.4.2	Recognizes sounds that match.
3.4.5	Makes some letter-sound connections.
3.4.6	Identifies some beginning sounds.
4.1.3	Understands that once an oral message is written it reads the same way every time.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
3.3.1	Recognizes some letters of the alphabet.
3.3.2	Recognizes some letters and words in print.
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.
RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3d	Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds.
3.4.5	Makes some letter-sound connections.

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
MA-EP-1.1.2	Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.
MA-EP-1.5.1	Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.
2	Reason abstractly and quantitatively.
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
KY.1.NBT.1.b	In this range, read and write numerals and represent a number of objects with a written numeral.
MA-EP-1.2.1	Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).
1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
KY.1.G.2.a	Compose two-dimensional shapes to create rectangles, squares, trapezoids, triangles, half-circles, quarter-circles and composite shapes to compose new shapes from the composite shapes.
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.

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

Alignment ID	Alignment Text
MA-EP-3.1.5	Students will identify and describe congruent figures in real-world and mathematical problems.
8	Look for and express regularity in repeated reasoning.
MA-EP-3.2.1	Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.
MA-EP-1.3.2	Students will skip-count forward and backward by 2s, 5s, 10s and 100s.
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
KY.1.NBT.4.a.1	concrete models or drawings;
KY.1.NBT.4.b	Relate the addition strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
KY.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.

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

Alignment ID	Alignment Text
KY.1.OA.6.a	Fluently add and subtract within 10.
KY.1.NBT.4.a.2	strategies based on place value;
KY.1.NBT.4.a.3	properties of operations;
KY.1.NBT.4.a.4	the relationship between addition and subtraction.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;
KY.1.MD.3.b	Identify the coins by values (penny, nickel, dime, quarter).
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
KY.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
KY.1.MD.2	Express the length of an object as a whole number of same-size length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps.
MA-EP-2.1.4	Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.

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

Alignment ID	Alignment Text
MA-EP-2.1.5	Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.
MA-EP-4.1.3	Students will organize and display data.
MA-EP-3.3.1	Students will locate points on a grid representing a positive coordinate system.
KY.1.MD.4.d	Interpret data to answer questions about the table/chart that connects to the question posed, including total number of data points, how many in each category and how many more or less are in one category than in another.
MA-EP-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
KY.1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters, and use the phrases half of, fourth of and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MA-EP-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);

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

Alignment ID	Alignment Text
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and
MA-EP-1.3.1.c	add and subtract fractions with like denominators less than or equal to four and
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.
KY.1.MD.3.a	Tell and write time in hours and half-hours using analog and digital clocks.
MA-EP-2.1.1.b	time (nearest quarter hour); and
MA-EP-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-EP-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).
MA-EP-2.2.2	Students will determine elapsed time by half hours.
MA-EP-2.2.3	Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
KY.2.NBT.2	Count forwards and backwards within 1000; skip-count by 5s, 10s and 100s.
MA-EP-1.3.2	Students will skip-count forward and backward by 2s, 5s, 10s and 100s.
MA-EP-1.5.1	Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.
MA-EP-1.1.3	Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).
2.NBT.A.1.a	100 can be thought of as a bundle of ten tens - called a “hundred.”
2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

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Alignment ID	Alignment Text
KY.2.NBT.1.a	100 can be thought of as a bundle of ten tens—called a "hundred."
KY.2.NBT.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
KY.2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons.
KY.2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.
KY.2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
MA-EP-1.1.1.d	explain how the base 10 number system relates to place value.
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.
MA-EP-5.1.1	Students will extend simple patterns (e.g., 2,4,6,8,...; diamond, triangle, diamond, triangle...).
2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
KY.2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or sides. Identify triangles, quadrilaterals, pentagons, hexagons and cubes (identify number of faces).

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Alignment ID	Alignment Text
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.
MA-EP-3.1.3	Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.
MA-EP-3.1.5	Students will identify and describe congruent figures in real-world and mathematical problems.
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
KY.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
KY.2.NBT.7.a.3	properties of operations;
KY.2.NBT.7.a.4	the relationship between addition and subtraction and;
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
KY.2.NBT.7.a.1	concrete models or drawings;

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Alignment ID	Alignment Text
KY.2.OA.2	Fluently add and subtract within 20 using mental strategies.
KY.2.NBT.7.a.2	strategies based on place value;
KY.2.NBT.7.b	Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
KY.2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
KY.2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
KY.2.NBT.7.a.5	relate drawings and strategies to expressions or equations.
MA-EP-5.3.1	Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., 2 + ? = 7, ___< 6) and apply simple number sentences to solve mathematical and real-world problems.

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Alignment ID	Alignment Text
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
KY.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
KY.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MA-EP-2.1.1.b	time (nearest quarter hour); and
MA-EP-2.2.2	Students will determine elapsed time by half hours.
6	Attend to precision.
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

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Alignment ID	Alignment Text
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
KY.2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.
KY.2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
KY.2.MD.3	Estimate lengths using units of inches, feet, yards, centimeters and meters.
KY.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of either a customary or metric standard length unit.
MA-EP-2.1.4	Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.
MA-EP-2.1.5	Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.
MA-EP-2.2.3	Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).
MA-EP-2.1.1.a	weight (nearest pound);

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Alignment ID	Alignment Text
MA-EP-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-EP-3.3.1	Students will locate points on a grid representing a positive coordinate system.
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
KY.2.MD.10	Create a pictograph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.
MA-EP-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
KY.2.G.3	Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA-EP-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and

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Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
MA-EP-1.1.1.d	explain how the base 10 number system relates to place value.
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
KY.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MA-EP-3.3.1	Students will locate points on a grid representing a positive coordinate system.
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
KY.3.MD.3.b	Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand);
KY.3.MD.3.c	Make observations from the graph about the question posed, including “how many more” and “how many less” questions.
MA-EP-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).
MA-EP-1.3.1.d	add and subtract decimals related to money.
MA-EP-1.3.1.b	multiply whole numbers of 10 or less;

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Alignment ID	Alignment Text
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
KY.3.OA.1	Interpret and demonstrate products of whole numbers.
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
KY.3.OA.2	Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
KY.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

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Alignment ID	Alignment Text
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
KY.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
KY.3.OA.8	Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA-EP-1.3.3	Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
3.NF.A.1	Understand a fraction 1/
3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.A.3.b	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.

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Alignment ID	Alignment Text
3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
KY.3.NF.1	Understand a fraction 1/
KY.3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or same point on a number line.
KY.3.NF.3.b	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing.
KY.3.NF.3.c	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
KY.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MA-EP-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and

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Alignment ID	Alignment Text
MA-EP-1.3.1.c	add and subtract fractions with like denominators less than or equal to four and
MA-EP-1.1.3	Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
KY.3.MD.1	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.
MA-EP-2.1.1.b	time (nearest quarter hour); and
MA-EP-2.2.2	Students will determine elapsed time by half hours.
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
KY.3.MD.4.b	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
MA-EP-2.2.3	Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).
MA-EP-2.1.1.a	weight (nearest pound);

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Alignment ID	Alignment Text
MA-EP-2.1.1.d	temperature (Fahrenheit).
MA-EP-2.1.2	Students will use standard units to measure temperature in Fahrenheit and Celsius to the nearest degree.
MA-EP-2.1.3	Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.
MA-EP-2.1.4	Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.
MA-EP-2.1.5	Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.
MA-EP-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-EP-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).
KY.3.G.1.c	Identify shapes that do not belong to a given category or subcategory.
MA-EP-3.1.3	Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes) and will apply the attributes to solve real-world and mathematical problems.

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Alignment ID	Alignment Text
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
KY.3.G.1.a	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons).
KY.3.G.1.b	Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and understanding shapes in different categories may share attributes and the shared attributes can define a larger category.
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
KY.4.NBT.2.a	Read and write multi-digit whole numbers using base-ten numerals, number names and expanded form.
MA-04-1.5.1	Students will identify and determine odd numbers, even numbers, multiples of a number and factors of a number, and will apply these numbers to solve real-world problems.
4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
KY.4.NBT.1	Recognize in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
KY.4.NBT.2.b	Compare two multi-digit numbers based on meanings of the digit in each place, using >, =, and < symbols to record the results of comparisons.
MA-04-1.1.1.d	explain how the base 10 number system relates to place value.
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
KY.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
4	Model with mathematics.

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Alignment ID	Alignment Text
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
KY.4.OA.3.b	Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding.
8	Look for and express regularity in repeated reasoning.
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
KY.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparisons by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MA-04-3.3.1	Students will identify and graph ordered pairs on a positive coordinate system scaled by ones or locate points on a grid.
MA-04-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams).
MA-04-4.1.3	Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables).

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Alignment ID	Alignment Text
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
KY.4.NBT.4	Fluently add and subtract multi-digit whole numbers using an algorithm.
MA-04-1.3.1.a	add and subtract whole numbers with four digits or less;
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
KY.4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
KY.4.NBT.5.i.1	Up to four digit number by a one-digit number
KY.4.NBT.5.i.2	Two-digit number by two-digit number
KY.4.NBT.5.ii	Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
MA-04-1.3.1.b	multiply whole numbers with two digits or less;

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Alignment ID	Alignment Text
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
KY.4.NBT.6.i.1	strategies based on place value
KY.4.NBT.6.i.2	the properties of operations
KY.4.NBT.6.i.3	the relationship between multiplication and division
KY.4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
MA-04-1.3.1.c	divide whole numbers with three digits or less by single-digit divisors (with or without remainders);
4.NF.A.1	Explain why a fraction
4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

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Alignment ID	Alignment Text
KY.4.NF.1.a	Use visual fraction models to recognize and generate equivalent fractions that have different numerators/denominators even though they are the same size.
KY.4.NF.1.b	Explain why a fraction
KY.4.NF.3.b	Decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.
KY.4.MD.4.b	Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
KY.4.MD.4.c	Solve problems involving addition and subtraction of fractions by using information presented in dot plots.
MA-04-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe commonly used fractions through tenths and decimals through hundredths;
MA-04-1.1.1.c	apply these numbers to represent real-world problems and
MA-04-1.1.2	Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems.
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

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Alignment ID	Alignment Text
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
KY.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
KY.4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
MA-04-1.3.1.d	add and subtract fractions with like denominators less than or equal to 10 and
MA-04-1.3.1.e	add and subtract decimals through hundredths.
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
KY.4.MD.1.a	Understand the relationship of measurement units within any given measurement system.
KY.4.MD.1.b	Within any given measurement system, express measurements in a larger unit in terms of a smaller unit.

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Alignment ID	Alignment Text
KY.4.MD.1.c	Record measurement equivalents in a two-column table.
KY.4.MD.2.b	Solve problems that require converting a given measurement from a larger unit to a smaller unit within a common measurement system, such as 2 km = 2,000 m.
MA-04-2.2.3	Students will convert units within the same measurement system, including money, time (seconds, minutes, hours, days, weeks, months, years), weight (ounces, pounds) and length (inches, feet, yards).
5	Use appropriate tools strategically.
MA-04-2.1.1.a	weight (ounce, pound; gram, kilogram);
MA-04-2.1.2	Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, meter stick, yardstick, ruler) for specific measurement tasks.
MA-04-2.1.1.c	area (figures that can be divided into rectangular shapes);
MA-04-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-04-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement (e.g., weight - oz., lbs., tons, g, kg; length – in., ft., yd., mile, cm, m, km; area in square units) and money.
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

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Alignment ID	Alignment Text
KY.4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement.
KY.4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MA-04-3.1.1	Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices] and will apply these elements to solve real-world and mathematical problems.
KY.4.G.3.b	Identify line-symmetric figures and draw lines of symmetry.
MA-04-3.2.1	Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one or two lines of symmetry to construct a simple geometric design.
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
KY.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures.

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Alignment ID	Alignment Text
KY.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence of absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.
KY.4.G.3.a	Recognize a line of symmetry for a two-dimensional figure.
MA-04-3.1.2	Students will describe and provide examples of basic two-dimensional shapes [circles, triangles (right, equilateral), squares, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons] and will apply these shapes to solve real-world and mathematical problems.
MA-04-3.1.3	Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms) and will apply the attributes to solve real-world and mathematical problems.
MA-04-3.1.5	Students will identify and describe congruent and similar figures in real-world and mathematical problems.
MA-04-3.2.2	Students will identify basic two-dimensional shapes in different orientations using 90º rotations (turns) around a point of rotation, reflections (flips) and translations (slides) within a plane.
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
KY.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern not explicit in the rule itself.

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Alignment ID	Alignment Text
MA-04-5.1.1	Students will extend patterns (e.g., 108, 208, 308, 408, ...; square, circle, circle, triangle, square, circle, circle, triangle...) from real-world and mathematical problems; compare simple patterns (numbers, pictures, words; e.g., triangle, square, triangle, square, triangle, square; triangle, circle, circle, triangle, circle, circle); and describe rules for simple number patterns (e.g., 1, 3, 5, 7, …; 5, 10, 15, 20, …; 30, 27, 24, 21, …).

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Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA-05-1.1.1.d	explain how the base-10 number system relates to place value.
MA-05-4.2.1	Students will determine and apply the mean, median, mode and range of a set of data.
MA-05-1.5.1	Students will identify and determine composite numbers, prime numbers, multiples of a number, factors of a number and least common multiples (LCM), and will apply these numbers to solve real-world problems.
KY.5.NBT.6.a.1	strategies based on place value
KY.5.NBT.6.a.2	the properties of operations
KY.5.NBT.6.a.3	the relationship between multiplication and division
MA-05-1.3.1.b	add and subtract fractions with like denominators through 16, with sums less than or equal to one and
5.NF.B.4.a	Interpret the product (
5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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Alignment ID	Alignment Text
5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
KY.5.NF.4.a	Interpret the product (
KY.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
KY.5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
KY.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
KY.5.NF.1.1	using reasoning strategies, such as counting up on a number line or creating visual fraction models
KY.5.NF.1.2	finding common denominators

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Alignment ID	Alignment Text
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
KY.5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.A.4	Use place value understanding to round decimals to any place.
KY.5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names and expanded form.
KY.5.NBT.4	Use place value understanding to round decimals to any place.
5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
KY.5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MA-05-1.1.3	Students will compare (<, >, =) and order whole numbers, fractions and decimals, and explain the relationships (equivalence, order) between and among them.
8	Look for and express regularity in repeated reasoning.

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Alignment ID	Alignment Text
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
KY.5.NBT.2.2	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
MA-05-1.3.3	Students will multiply decimals through tenths.
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
KY.5.NBT.2.1	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
KY.5.NBT.5	Fluently multiply multi-digit whole numbers (not to exceed four-digit by two-digit multiplication) using an algorithm.

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Alignment ID	Alignment Text
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
KY.5.NBT.7.a.1	concrete models or drawings
KY.5.NBT.7.a.2	strategies based on place value
KY.5.NBT.7.a.3	properties of operations
KY.5.NBT.7.a.4	the relationship between addition and subtraction
KY.5.NBT.7.b	Relate the strategy to a written method and explain the reasoning used.
MA-05-1.3.1.a	add, subtract, multiply, and divide whole numbers (less than 100,000,000), using technology where appropriate;
MA-05-1.3.1.c	add and subtract decimals through hundredths.
MA-05-2.1.1.f	angle measures (nearest degree).
MA-05-3.1.1	Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices, radius, diameter] and will apply these elements to solve real-world and mathematical problems.

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Alignment ID	Alignment Text
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
KY.5.MD.1	Convert among different size measurement units (mass, weight, liquid volume, length, time) within one system of units (metric system, U.S. standard system and time).
MA-05-2.1.1.a	weight (ounce, pound; gram, kilogram);
MA-05-2.1.4	Students will measure volume of rectangular prisms, liquid capacity, and money using standard units and apply these skills to solve real-world and mathematical problems.
MA-05-2.2.3	Students will convert units within the same measurement system [U.S. customary (inches, feet, yards, miles; ounces, pounds, tons), metric (millimeters, centimeters, meters, kilometers; grams, kilograms), money, or time] and use the units to solve problems.
5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
KY.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with 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.
MA-05-2.1.1.c	area (figures that can be divided into rectangular shapes);

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Alignment ID	Alignment Text
MA-05-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-05-4.1.2	Students will collect data (e.g., tallies, surveys) and explain how the skills apply in real-world and mathematical problems.
MA-05-5.1.1	Students will extend patterns, find the missing term(s) in a pattern or describe rules for patterns (numbers, pictures, tables, words) from real-world and mathematical problems.
MA-05-4.1.3	Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables).
MA-05-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs).
MA-05-4.3.1	Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions).
KY.5.OA.3.a	Generate a rule for growing patterns, identifying the relationship between corresponding terms (
KY.5.OA.3.b	Generate patterns using one or two given rules (
KY.5.OA.3.c	Use tables, ordered pairs and graphs to represent the relationship between the quantities.

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Alignment ID	Alignment Text
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
KY.5.G.1	Use a pair perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second.
KY.5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.
MA-05-3.3.1	Students will identify and graph ordered pairs on a positive coordinate system scaled by ones, twos, threes, fives or tens; locate points on a grid; and apply graphing in the coordinate system to solve real-world problems.

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

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Alignment ID	Alignment Text
KY.3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.
MA-EP-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and
MA-EP-1.1.3	Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).
MA-EP-1.3.2	Students will skip-count forward and backward by 2s, 5s, 10s and 100s.
MA-EP-1.5.1	Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.
MA-EP-5.1.1	Students will extend simple patterns (e.g., 2,4,6,8,...; diamond, triangle, diamond, triangle...).
MA-EP-5.3.1	Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a missing value (e.g., 2 + ? = 7, ___< 6) and apply simple number sentences to solve mathematical and real-world problems.
5	Use appropriate tools strategically.
3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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Alignment ID	Alignment Text
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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Alignment ID	Alignment Text
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
KY.3.MD.1	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.
KY.3.MD.2.a	Measure and estimate masses and liquid volumes of objects using standard units of grams (g), kilograms (kg) and liters (L).
KY.3.MD.3.b	Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand);
KY.3.MD.3.c	Make observations from the graph about the question posed, including “how many more” and “how many less” questions.
KY.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).
KY.3.MD.7.d	Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

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Alignment ID	Alignment Text
KY.3.MD.8.c	Draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
KY.3.G.1.a	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons and hexagons).
KY.3.G.1.b	Recognize and classify quadrilaterals (rectangles, squares, parallelograms, rhombuses, trapezoids) by side lengths and understanding shapes in different categories may share attributes and the shared attributes can define a larger category.
KY.3.G.1.c	Identify shapes that do not belong to a given category or subcategory.
KY.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MA-EP-2.1.1.a	weight (nearest pound);
MA-EP-2.1.1.b	time (nearest quarter hour); and
MA-EP-2.1.1.d	temperature (Fahrenheit).
MA-EP-2.1.2	Students will use standard units to measure temperature in Fahrenheit and Celsius to the nearest degree.
MA-EP-2.1.3	Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks.

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Alignment ID	Alignment Text
MA-EP-2.1.4	Students will use nonstandard and standard units of measurement to identify measurable attributes of an object (length – in, cm; weight – oz, lb) and make an estimate using appropriate units of measurement.
MA-EP-2.1.5	Students will use units of measurement to describe and compare attributes of objects to include length (in, cm), width, height, money (cost), temperature (F) and weight (oz, lb), and sort objects and compare attributes by shape, size and color.
MA-EP-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-EP-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).
MA-EP-2.2.2	Students will determine elapsed time by half hours.
MA-EP-2.2.3	Students will convert units within the same measurement system including money (dollars, cents), time (minutes, hours, days, weeks, months), weight (ounce, pound) and length (inch, foot).
MA-EP-3.1.1	Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.

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Alignment ID	Alignment Text
MA-EP-3.2.1	Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one line of symmetry to construct a simple geometric design.
MA-EP-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
KY.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
KY.3.OA.8	Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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Alignment ID	Alignment Text
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;
MA-EP-1.3.1.c	add and subtract fractions with like denominators less than or equal to four and
MA-EP-1.3.1.d	add and subtract decimals related to money.
MA-EP-1.3.3	Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.
MA-EP-3.3.1	Students will locate points on a grid representing a positive coordinate system.

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Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
4	Model with mathematics.
8	Look for and express regularity in repeated reasoning.
4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
KY.4.OA.4.a	Find all factor pairs for a given whole number.
KY.4.OA.4.b	Recognize that a whole number is a multiple of each of its factors.

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Alignment ID	Alignment Text
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
KY.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern not explicit in the rule itself.
KY.4.NBT.2.a	Read and write multi-digit whole numbers using base-ten numerals, number names and expanded form.
KY.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
KY.4.NF.2	Compare two fractions with different numerators and different denominators using the symbols <, =, or >. Recognize comparisons are valid only when the two fractions refer to the same whole. Justify the conclusions.
MA-04-1.1.3	Students will compare (<, >, =) and order whole numbers, commonly used fractions and decimals, and explain the relationships (equivalence, order) between and among them.
MA-04-1.2.1	Students will apply and describe appropriate strategies for estimating quantities of objects and computational results.
MA-04-1.3.2	Students will skip-count forward and backward by 2s, 3s, 4s, 5s, 10s, 20s, 25s, 50s, 100s, 1,000, and 10,000s.

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Alignment ID	Alignment Text
MA-04-1.5.1	Students will identify and determine odd numbers, even numbers, multiples of a number and factors of a number, and will apply these numbers to solve real-world problems.
MA-04-5.1.1	Students will extend patterns (e.g., 108, 208, 308, 408, ...; square, circle, circle, triangle, square, circle, circle, triangle...) from real-world and mathematical problems; compare simple patterns (numbers, pictures, words; e.g., triangle, square, triangle, square, triangle, square; triangle, circle, circle, triangle, circle, circle); and describe rules for simple number patterns (e.g., 1, 3, 5, 7, …; 5, 10, 15, 20, …; 30, 27, 24, 21, …).
MA-04-5.3.1	Students will model real-world and mathematical problems with simple number sentences (equations and inequalities) with a variable or a missing value (e.g., 4 = 7 – ___, N + 5 > 14, 1/2 + N = 1) and apply simple number sentences to solve mathematical and real-world problems.
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Alignment ID	Alignment Text
KY.4.MD.1.a	Understand the relationship of measurement units within any given measurement system.
KY.4.MD.1.b	Within any given measurement system, express measurements in a larger unit in terms of a smaller unit.
KY.4.MD.1.c	Record measurement equivalents in a two-column table.
KY.4.MD.2.b	Solve problems that require converting a given measurement from a larger unit to a smaller unit within a common measurement system, such as 2 km = 2,000 m.
KY.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures.
KY.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence of absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.
KY.4.G.3.a	Recognize a line of symmetry for a two-dimensional figure.
KY.4.G.3.b	Identify line-symmetric figures and draw lines of symmetry.
MA-04-2.1.1.a	weight (ounce, pound; gram, kilogram);
MA-04-2.1.1.b	perimeter;
MA-04-2.1.1.c	area (figures that can be divided into rectangular shapes);

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Alignment ID	Alignment Text
MA-04-2.1.1.d	time (nearest five minutes) and
MA-04-2.1.2	Students will choose and use appropriate tools (e.g., thermometer, scales, balances, clock, meter stick, yardstick, ruler) for specific measurement tasks.
MA-04-2.1.4	Students will use measurements to describe and compare attributes of objects to include length (in, ft, yd, mile; cm, m, km), width, height, money (cost), temperature and weight (oz, lb, ton; g, kg); sort objects and compare attributes of objects.
MA-04-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-04-2.2.1	Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement (e.g., weight - oz., lbs., tons, g, kg; length – in., ft., yd., mile, cm, m, km; area in square units) and money.
MA-04-2.2.3	Students will convert units within the same measurement system, including money, time (seconds, minutes, hours, days, weeks, months, years), weight (ounces, pounds) and length (inches, feet, yards).
MA-04-3.1.1	Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices] and will apply these elements to solve real-world and mathematical problems.
MA-04-3.1.2	Students will describe and provide examples of basic two-dimensional shapes [circles, triangles (right, equilateral), squares, rectangles, trapezoids, rhombuses, pentagons, hexagons, octagons] and will apply these shapes to solve real-world and mathematical problems.

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Alignment ID	Alignment Text
MA-04-3.1.3	Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms) and will apply the attributes to solve real-world and mathematical problems.
MA-04-3.1.5	Students will identify and describe congruent and similar figures in real-world and mathematical problems.
MA-04-3.2.1	Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply one or two lines of symmetry to construct a simple geometric design.
MA-04-3.2.2	Students will identify basic two-dimensional shapes in different orientations using 90º rotations (turns) around a point of rotation, reflections (flips) and translations (slides) within a plane.
MA-04-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams).
MA-04-4.1.3	Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables).
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
5	Use appropriate tools strategically.

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Alignment ID	Alignment Text
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
KY.4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
KY.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparisons by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
KY.4.OA.3.b	Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding.
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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Alignment ID	Alignment Text
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
KY.4.NBT.4	Fluently add and subtract multi-digit whole numbers using an algorithm.
KY.4.NBT.5.i.1	Up to four digit number by a one-digit number
KY.4.NBT.5.i.2	Two-digit number by two-digit number

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Alignment ID	Alignment Text
4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
KY.4.NBT.5.ii	Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
KY.4.NBT.6.i.1	strategies based on place value
KY.4.NBT.6.i.2	the properties of operations
KY.4.NBT.6.i.3	the relationship between multiplication and division
KY.4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
KY.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
KY.4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
KY.4.NF.5.b	Add two fractions with respective denominators 10 and 100.

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Alignment ID	Alignment Text
KY.4.MD.2.a	Solve measurement problems involving whole number, simple fractions or decimals.
KY.4.MD.4.c	Solve problems involving addition and subtraction of fractions by using information presented in dot plots.
MA-04-1.3.1.a	add and subtract whole numbers with four digits or less;
MA-04-1.3.1.b	multiply whole numbers with two digits or less;
MA-04-1.3.1.c	divide whole numbers with three digits or less by single-digit divisors (with or without remainders);
MA-04-1.3.1.d	add and subtract fractions with like denominators less than or equal to 10 and
MA-04-1.3.1.e	add and subtract decimals through hundredths.
MA-04-3.3.1	Students will identify and graph ordered pairs on a positive coordinate system scaled by ones or locate points on a grid.
MA-04-4.4.1	Students will determine all possible outcomes of an activity/event with up to six possible outcomes.
MA-04-4.4.2	Students will determine the likelihood of an event and the probability of an event (expressed as a fraction).

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

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Alignment ID	Alignment Text
MA-05-1.1.3	Students will compare (<, >, =) and order whole numbers, fractions and decimals, and explain the relationships (equivalence, order) between and among them.
MA-05-1.5.1	Students will identify and determine composite numbers, prime numbers, multiples of a number, factors of a number and least common multiples (LCM), and will apply these numbers to solve real-world problems.
MA-05-1.5.2	Students will use the commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.
MA-05-5.1.1	Students will extend patterns, find the missing term(s) in a pattern or describe rules for patterns (numbers, pictures, tables, words) from real-world and mathematical problems.
5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
5.MD.C.3.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5.MD.C.3.b	A solid figure which can be packed without gaps or overlaps using
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

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Alignment ID	Alignment Text
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.
KY.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with 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.
KY.5.MD.1	Convert among different size measurement units (mass, weight, liquid volume, length, time) within one system of units (metric system, U.S. standard system and time).
KY.5.MD.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume.
KY.5.MD.3.b	A solid figure which can be packed without gaps or overlaps using
KY.5.MD.4	Measure volumes by counting unit cubic cm, cubic in, cubic ft. and improvised units.
KY.5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
KY.5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
MA-05-2.1.1.a	weight (ounce, pound; gram, kilogram);

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Alignment ID	Alignment Text
MA-05-2.1.1.b	perimeter;
MA-05-2.1.1.c	area (figures that can be divided into rectangular shapes);
MA-05-2.1.1.d	time (nearest minute);
MA-05-2.1.2	Students will choose and use appropriate tools (e.g., protractor, meter stick, ruler) for specific tasks and apply skills to solve real-world and mathematical problems.
MA-05-2.1.4	Students will measure volume of rectangular prisms, liquid capacity, and money using standard units and apply these skills to solve real-world and mathematical problems.
MA-05-2.1.6	Students will estimate weight, length, perimeter, area, angle measures and time using appropriate units of measurement.
MA-05-2.2.1	Students will determine elapsed time.
MA-05-2.2.3	Students will convert units within the same measurement system [U.S. customary (inches, feet, yards, miles; ounces, pounds, tons), metric (millimeters, centimeters, meters, kilometers; grams, kilograms), money, or time] and use the units to solve problems.
MA-05-3.1.1	Students will describe and provide examples of basic geometric elements and terms [points, segments, lines (perpendicular, parallel, intersecting), rays, angles (acute, right, obtuse), sides, edges, faces, bases, vertices, radius, diameter] and will apply these elements to solve real-world and mathematical problems.

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Alignment ID	Alignment Text
MA-05-3.1.2	Students will describe and provide examples of basic two-dimensional shapes [circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, octagons] and will apply these shapes to solve real-world and mathematical problems.
MA-05-3.1.3	Students will describe and provide examples of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms), will identify three-dimensional objects from two-dimensional representations (nets) and will apply the attributes to solve real-world and mathematical problems.
MA-05-3.1.5	Students will identify and describe congruent and similar figures in real-world and mathematical problems.
MA-05-3.2.1	Students will describe and provide examples of line symmetry in real-world and mathematical problems or will apply line symmetry to construct a geometric design.
MA-05-3.2.2	Students will identify 90º rotations, reflections or translations of basic shapes within a plane.
MA-05-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs).
MA-05-4.1.2	Students will collect data (e.g., tallies, surveys) and explain how the skills apply in real-world and mathematical problems.
MA-05-4.1.3	Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables).
MA-05-4.3.1	Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions).

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Alignment ID	Alignment Text
1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
5	Use appropriate tools strategically.
KY.5.OA.3.a	Generate a rule for growing patterns, identifying the relationship between corresponding terms (
KY.5.OA.3.b	Generate patterns using one or two given rules (
KY.5.OA.3.c	Use tables, ordered pairs and graphs to represent the relationship between the quantities.
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Alignment ID	Alignment Text
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
KY.5.NBT.2.1	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
KY.5.NBT.2.2	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.NF.B.4.a	Interpret the product (
5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

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Alignment ID	Alignment Text
5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
KY.5.NBT.5	Fluently multiply multi-digit whole numbers (not to exceed four-digit by two-digit multiplication) using an algorithm.
KY.5.NBT.6.a.1	strategies based on place value
KY.5.NBT.6.a.2	the properties of operations
KY.5.NBT.6.a.3	the relationship between multiplication and division
KY.5.NBT.6.b	Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
KY.5.NBT.7.a.1	concrete models or drawings
KY.5.NBT.7.a.2	strategies based on place value

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Alignment ID	Alignment Text
KY.5.NBT.7.a.3	properties of operations
KY.5.NBT.7.a.4	the relationship between addition and subtraction
KY.5.NBT.7.b	Relate the strategy to a written method and explain the reasoning used.
KY.5.NF.1.1	using reasoning strategies, such as counting up on a number line or creating visual fraction models
KY.5.NF.1.2	finding common denominators
KY.5.NF.2.a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
KY.5.NF.2.b	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
KY.5.NF.4.a	Interpret the product (
KY.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
KY.5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
KY.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.

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Alignment ID	Alignment Text
KY.5.G.1	Use a pair perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second.
KY.5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.
MA-05-1.3.1.a	add, subtract, multiply, and divide whole numbers (less than 100,000,000), using technology where appropriate;
MA-05-1.3.1.b	add and subtract fractions with like denominators through 16, with sums less than or equal to one and
MA-05-1.3.1.c	add and subtract decimals through hundredths.
MA-05-1.3.3	Students will multiply decimals through tenths.
MA-05-3.3.1	Students will identify and graph ordered pairs on a positive coordinate system scaled by ones, twos, threes, fives or tens; locate points on a grid; and apply graphing in the coordinate system to solve real-world problems.
MA-05-4.2.1	Students will determine and apply the mean, median, mode and range of a set of data.
MA-05-4.4.1	Students will determine all possible outcomes of an activity/event with up to 12 possible outcomes.
MA-05-4.4.2	Students will determine the likelihood of an event and the probability of an event (expressed as a fraction).

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

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
8	Look for and express regularity in repeated reasoning.
6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
KY.6.NS.4	Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
MA-06-1.1.3	Students will convert between any two of the following numbers: fractions, decimals, and percents (less than or equal to 100%); and will compare and order these numbers.
MA-06-1.5.1	Students will identify and apply prime numbers, composite numbers, prime factorization, factors, multiples and divisibility to solve real-world and mathematical problems (e.g., prime factorization to determine a least common multiple [LCM] or greatest common factor [GCF]).
MA-06-1.5.2	Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication and the identity properties for addition and multiplication) to simplify numerical expressions.
MA-06-5.1.1	Students will extend, describe rules for patterns and find a missing term in a pattern from real-world and mathematical problems.
6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

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Alignment ID	Alignment Text
KY.6.RP.3.c	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
KY.6.G.1	Find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and quadrilaterals; apply these techniques in the context of solving real-world and mathematical problems.
KY.6.G.4	Classify three-dimensional figures including cubes, prisms, pyramids, cones and spheres.
MA-06-2.1.1.a	area and perimeter of triangles;
MA-06-2.1.1.b	area and perimeter of quadrilaterals (rectangles, squares); (using the Pythagorean theorem will not be required as a strategy) and
MA-06-2.1.1.c	area and perimeter of compound figures composed of triangles and quadrilaterals.
MA-06-2.1.2	Students will estimate measurements in standard units including fractions and decimals.
MA-06-2.1.3	Students will explain how measurements and measurement formulas are related or different (perimeter and area of rectangles).
MA-06-2.2.1	Students will convert units within the same measurement system and use these units to solve real-world problems.

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Alignment ID	Alignment Text
MA-6-3.1.1	Students will describe and provide examples of the basic geometric elements (points, rays, lines, segments, angles [acute, right, obtuse], planes, radius, diameter, circumference).
MA-06-3.1.2	Students will describe, and provide examples of the elements (e.g., sides, vertices, angles, congruent parts) of two-dimensional figures (circles, triangles, quadrilaterals, regular polygons), and will apply these elements and figures to solve real-world and mathematical problems.
MA-06-3.1.3	Students will describe, provide examples of, and identify elements (e.g., vertices, angles, faces, edges, congruent parts) of common three-dimensional figures (spheres, cones, cylinders, prisms, and pyramids).
MA-06-3.1.4	Students will identify and describe congruent figures, and will apply congruent figures to solve real-world and mathematical problems.
MA-06-3.1.5	Students will identify similar figures and apply similar figures to solve real-world and mathematical problems.
MA-06-3.2.1	Students will describe, provide examples of, and apply line symmetry to real-world and mathematical problems.
MA-06-4.1.1	Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots).
MA-06-4.1.4	Students will determine and construct appropriate data displays (bar graphs, line plots, Venn diagrams, tables, line graphs), and will explain why the type of display is appropriate for the data.
1	Make sense of problems and persevere in solving them.

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Alignment ID	Alignment Text
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
5	Use appropriate tools strategically.
6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
KY.6.RP.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
KY.6.NS.3	Fluently add, subtract, multiply and divide multi-digit decimals using an algorithm for each operation.
6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

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Alignment ID	Alignment Text
6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
KY.6.NS.6.b	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
KY.6.NS.6.c	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize the similarity between whole numbers, their negative opposites and their positions on a number line, ordered pairs differ only by signs and their locations on one or both axes.
6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
KY.6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

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Alignment ID	Alignment Text
KY.6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
KY.6.SP.5.c	Determining quantitative measures of center (median and/or mean) to describe distribution of numerical data.
MA-06-1.1.1	Students will provide examples of and identify fractions, decimals and percents.
MA-06-1.1.2	Students will describe and provide examples of representations of numbers (whole numbers, fractions in simplest form, mixed numbers, decimals, percents) and operations in a variety of equivalent forms using models, diagrams, and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences), based on real-world and mathematical problems.
MA-06-1.3.1	Students will add, subtract, multiply and divide whole numbers, fractions and decimals to solve real-world problems and apply order of operations to simplify numerical expressions.
MA-06-3.2.2.c	determine the coordinates of the image after transformation in the first quadrant.
MA-06-3.3.1	Students will identify and graph ordered pairs on a positive coordinate system (Quadrant I), correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.
MA-06-4.2.1	Students will determine and apply the mean, median, mode and range of a set of data.

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Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Alignment ID	Alignment Text
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

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Alignment ID	Alignment Text
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
6	Collaborate with others to create new meaning.
RF.3.3a	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
RF.3.4b	Fluently read grade-level prose and poetry orally on successive readings.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

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Alignment ID	Alignment Text
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.
RL.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

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Alignment ID	Alignment Text
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.
RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word.
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root.
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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Alignment ID	Alignment Text
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-EP-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
RD-EP-2.0.1	Students will distinguish between fiction and non-fiction texts.
RD-EP-2.0.3	Students will locate key ideas or information in a passage.
RD-EP-2.0.7	Students will make inferences or draw conclusions based on what is read.
RD-EP-3.0.3	Students will identify an author’s purpose in a passage.
RD-EP-3.0.4	Students will identify main ideas or details that support them.
RD-EP-3.0.5	Students will identify fact or opinion from a passage.
RD-EP-3.0.8	Students will identify informative or persuasive passages.
RD-EP-5.0.3	Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage.

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Alignment ID	Alignment Text
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.3.4e	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context.
L.3.5b	Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
RD-EP-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words for comprehension.
RD-EP-1.0.3	Students will know that some words have multiple meanings and identify the correct meaning as the word is used.

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Alignment ID	Alignment Text
RD-EP-1.0.4	Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.
RD-EP-2.0.4	Students will interpret specialized vocabulary (words and terms specific to understanding the content).

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Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
RD-04-2.0.1	Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.
RD-04-3.0.3	Students will identify an author's purpose in a passage.
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
RD-04-3.0.5	Students will identify fact or opinion from a passage.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Alignment ID	Alignment Text
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Alignment ID	Alignment Text
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
6	Collaborate with others to create new meaning.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
RL.4.3	Describe in depth a character’s thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

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Alignment ID	Alignment Text
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

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Alignment ID	Alignment Text
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
RI.4.7	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
RI.4.9	Integrate information from two or more texts on the same theme or topic.
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
C.4.6	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.
L.4.4b	Use common affixes and roots as clues to the meaning of a word.
L.4.5b	Recognize and explain the meaning of common idioms, adages and proverbs.

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Alignment ID	Alignment Text
L.4.5c	Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RD-04-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-04-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
RD-04-1.0.8	Students will skim to get the general meaning of a passage.
RD-04-2.0.3	Students will locate key ideas or information in a passage.
RD-04-2.0.6	Students will summarize information from a passage.
RD-04-2.0.7	Students will make inferences or draw conclusions based on what is read.
RD-04-3.0.1	Students will explain a character’s or speaker’s actions based on a passage.
RD-04-3.0.4	Students will identify main ideas and details that support them.

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Alignment ID	Alignment Text
RD-04-3.0.8	Students will identify informative or persuasive passages.
RD-04-5.0.3	Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.4.4a	Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
L.4.5a	Explain the meaning of simple similes and metaphors in context.
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Alignment ID	Alignment Text
RD-04-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words for comprehension.
RD-04-1.0.3	Students will know that some words have multiple meanings and identify the correct meaning as the word is used.
RD-04-1.0.4	Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.
RD-04-2.0.4	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RD-05-2.0.2	Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
C.5.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.
RD-05-2.0.4	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
WR-05-3.5.3.c	Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

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

Alignment ID	Alignment Text
RD-05-2.0.1	Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

Alignment ID	Alignment Text
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

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

Alignment ID	Alignment Text
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
6	Collaborate with others to create new meaning.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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Alignment ID	Alignment Text
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).
RI.5.9	Integrate information from several texts on the same theme or topic.
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Alignment ID	Alignment Text
W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
L.5.4b	Use common affixes and roots as clues to the meaning of a word.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
RD-05-1.0.3	Students will identify words that have multiple meanings and select the appropriate meaning for the context.
RD-05-1.0.4	Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.

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Alignment ID	Alignment Text
RD-05-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
RD-05-1.0.8	Students will skim to get the general meaning of a passage.
RD-05-2.0.3	Students will locate key ideas or information in a passage.
RD-05-2.0.6	Students will summarize information from a passage.
RD-05-2.0.7	Students will make inferences or draw conclusions based on what is read.
RD-05-3.0.1	Students will explain a character's or speaker's actions based on a passage.
RD-05-3.0.3	Students will identify an author's purpose in a passage.
RD-05-3.0.4	Students will identify main ideas and details that support them.
RD-05-3.0.5	Students will identify fact or opinion from a passage.
RD-05-3.0.6	Students will identify the argument and supporting evidence.
RD-05-3.0.8	Students will identify informative or persuasive passages.
RD-05-5.0.3	Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.

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Alignment ID	Alignment Text
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
L.5.5c	Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Alignment ID	Alignment Text
RD-05-1.0.1	Students will apply word recognition strategies (e.g., context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-05-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words to comprehend a passage.

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Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RD-06-5.0.8	Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader's understanding of a passage.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RD-06-2.0.2	Students will identify and describe characteristics of short stories, novels, poetry or plays.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Alignment ID	Alignment Text
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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Alignment ID	Alignment Text
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
6	Collaborate with others to create new meaning.
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Alignment ID	Alignment Text
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
L.6.4b	Use Greek and Latin affixes and roots as clues to the meaning of a word.
L.6.5a	Interpret figurative language, including but not limited to personification, in context.
L.6.5c	Distinguish among the connotations of words with similar denotations.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Alignment ID	Alignment Text
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).
L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5.a	Interpret figures of speech (e.g., personification) in context.
L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e. g., stingy, scrimping, economical, unwasteful, thrifty).
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	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.

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Alignment ID	Alignment Text
RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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Alignment ID	Alignment Text
RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
RD-06-1.0.2	Students will select, based on context, the appropriate meaning for a word that has multiple meanings.
RD-06-1.0.3	Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage.
RD-06-1.0.6	Students will skim to get the general meaning of a passage.

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Alignment ID	Alignment Text
RD-06-1.0.7	Students will interpret literal and non-literal meanings of words or phrases, based on context.
RD-06-2.0.1	Students will identify or explain the main idea of a passage.
RD-06-2.0.4	Students will locate key ideas or information in a passage.
RD-06-2.0.5	Students will summarize information from a paragraph, a section of a passage or the entire passage.
RD-06-2.0.6	Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.
RD-06-2.0.7	Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read.
RD-06-2.0.8	Students will explain the meaning of concrete or abstract terms, based on the context from a passage (e.g., "loaded" words, connotation and denotation).
RD-06-3.0.2	Students will identify an author's purpose in a passage.
RD-06-3.0.4	Students will identify details that support the main idea or explain their importance in a passage.
RD-06-3.0.5	Students will distinguish between informative and persuasive passages.
RD-06-3.0.6	Students will distinguish between fact or opinion.
RD-06-3.0.7	Students will identify an author's opinion about a subject.

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Alignment ID	Alignment Text
RD-06-3.0.8	Students will identify the argument or supporting evidence from a passage.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.5b	Use the relationship between particular words to better understand each of the words.
L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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Alignment ID	Alignment Text
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RD-06-1.0.1	Students will apply knowledge of synonyms or antonyms to comprehend a passage.

0545201071 Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
WR-E-3.6.0.b	Applying correct punctuation
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
L.1.2.b	Use end punctuation for sentences.
L.1.2b	Demonstrate appropriate use of end punctuation.
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.
C.1.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.1h	declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
WR-E-2.4.0.a	Applying a variety of structures and lengths

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

Alignment ID	Alignment Text
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-EP-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-EP-2.4.1.b	Students will develop complete and correct sentences.
WR-EP-2.4.2.a	Students will develop sentences of various structures and lengths.
WR-EP-2.4.2.b	Students will develop complete and correct sentences.
WR-EP-2.4.3.a	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-E-4.11.0.a.2	Sentence structure
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
L.1.1.b	Use common, proper, and possessive nouns.
L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

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Alignment ID	Alignment Text
L.1.1.f	Use frequently occurring adjectives.
L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.1a	common, proper and possessive nouns in a sentence.
L.1.1b	singular and plural nouns with matching verbs in basic sentences.
L.1.1c	personal, possessive and indefinite pronouns in a sentence.
L.1.1d	verbs to convey a sense of past, present and future in a sentence.
L.1.1e	frequently occurring adjectives in a sentence.
L.1.1f	frequently occurring conjunctions in a sentence.
L.1.1g	frequently occurring prepositions in a sentence.
WR-E-3.5.0.a	Applying correct grammar and usage
WR-EP-3.5.2.a	Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect.

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Alignment ID	Alignment Text
WR-EP-4.11.15	Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're) and pronoun references.
L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.5d	Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-EP-4.11.12	Students will apply knowledge of subject/verb agreement with both singular and plural subjects.
WR-EP-4.11.13	Students will apply knowledge of present and past verb tenses.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
RF.1.1a	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.

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Alignment ID	Alignment Text
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.1.2.a	Capitalize dates and names of people.
L.1.2a	Capitalize proper nouns, including but not limited to dates and names of people.
RD-EP-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
WR-E-3.6.0.c	Applying correct capitalization
WR-E-4.11.0.a.4	Capitalization
WR-EP-4.11.22	Students will capitalize proper nouns (e.g., names, days, months).
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-4.11.24	Students will capitalize the pronoun “I”.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
WR-EP-4.11.26	Students will capitalize words in a title.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
L.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.2a	Capitalize proper nouns, including but not limited to holidays, product names and geographic names.
WR-E-4.11.0.a.4	Capitalization
WR-EP-4.11.22	Students will capitalize proper nouns (e.g., names, days, months).
WR-EP-4.11.24	Students will capitalize the pronoun “I”.
WR-EP-4.11.26	Students will capitalize words in a title.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.1f	producing, expanding and rearranging complete simple and compound sentences.
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

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Alignment ID	Alignment Text
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-EP-2.4.1.b	Students will develop complete and correct sentences.
WR-EP-2.4.2.b	Students will develop complete and correct sentences.
WR-EP-2.4.3.a	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-E-3.6.0.c	Applying correct capitalization
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
WR-EP-4.11.19	Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1e	adjectives and adverbs in sentence formation.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.4f	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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Alignment ID	Alignment Text
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
WR-E-3.6.0.b	Applying correct punctuation
WR-EP-4.11.29	Students will approximate the use of beginning and ending quotation marks in dialogue.
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2c	Use apostrophe to form contractions and possessives.
WR-E-3.6.0.a	Applying correct spelling
WR-EP-4.11.20	Students will apply knowledge of spelling patterns, generalizations and rules to contractions.
WR-EP-4.11.12	Students will apply knowledge of subject/verb agreement with both singular and plural subjects.
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1d	past tense of frequently occurring irregular verbs.
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.5b	Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details

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

Alignment ID	Alignment Text
WR-EP-4.11.13	Students will apply knowledge of present and past verb tenses.

0545201055 Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
WR-EP-4.11.19	Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.
WR-E-3.6.0.c	Applying correct capitalization
WR-E-4.11.0.a.4	Capitalization
WR-EP-4.11.22	Students will capitalize proper nouns (e.g., names, days, months).
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-4.11.24	Students will capitalize the pronoun “I”.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
WR-EP-4.11.26	Students will capitalize words in a title.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1.b	Form and use regular and irregular plural nouns.
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.

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

Alignment ID	Alignment Text
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
L.3.1i	Produce simple, compound and complex sentences.
L.3.1.i	Produce simple, compound, and complex sentences.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-EP-4.11.12	Students will apply knowledge of subject/verb agreement with both singular and plural subjects.
L.3.2d	Use possessives.
L.3.2.d	Form and use possessives.
WR-E-3.6.0.a	Applying correct spelling
WR-EP-4.11.20	Students will apply knowledge of spelling patterns, generalizations and rules to contractions.

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

Alignment ID	Alignment Text
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
L.3.2b	Use commas in addresses.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2.b	Use commas in addresses.
L.3.2.c	Use commas and quotation marks in dialogue.
RD-EP-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
WR-E-3.6.0.b	Applying correct punctuation
WR-E-4.11.0.a.5	Punctuation
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.
WR-EP-4.11.28	Students will approximate the use of commas in a series, a date, a compound sentence and the greeting and closing of a letter.

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

Alignment ID	Alignment Text
WR-EP-4.11.29	Students will approximate the use of beginning and ending quotation marks in dialogue.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	Use verb tenses.
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.d	Form and use regular and irregular verbs.
L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-EP-4.11.13	Students will apply knowledge of present and past verb tenses.

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
WR-04-4.11.29	Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.
WR-04.4-11.33	Students will use periods in abbreviations and acronyms.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
WR-04-2.4.1.b	Students will develop complete sentences or apply unconventional structures when appropriate.
C.4.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-04-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-04-2.4.2.a	Students will develop sentences of various structures and lengths.

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

Alignment ID	Alignment Text
WR-04-2.4.2.b	Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
WR-04-2.4.3.a	Students will develop complete, concise sentences or apply unconventional structures when appropriate.
WR-E-4.11.0.a.2	Sentence structure
WR-E-3.6.0.c	Applying correct capitalization
WR-04-4.11.23	Students will capitalize proper nouns (e.g., names, days, months).
WR-04-4.11.24	Students will capitalize the beginning of sentences.
WR-04-4.11.20	Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.
WR-04-4.11.15	Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they’re), pronoun references and double negatives.
L.4.1c	Use modal auxiliaries to convey various conditions, such as can, may and must.
L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1b	Use the progressive verb tenses.
L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

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

Alignment ID	Alignment Text
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-04-4.11.13	Students will apply knowledge of present, past, and future verb tenses.
L.4.1d	Order adjectives within sentences according to conventional patterns.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
WR-04-3.5.3.b	Students will apply precise word choice.
L.4.1e	Use prepositional phrases.
L.4.1.e	Form and use prepositional phrases.
WR-04-4.11.12	Students will apply knowledge of subject/verb agreement with both singular and plural subjects.
L.4.2b	Use commas and quotation marks to indicate direct speech and quotations for a text.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
WR-E-3.6.0.b	Applying correct punctuation
WR-04-4.11.31	Students will use beginning and ending quotation marks in dialogue and titles.
L.4.1a	Use relative pronouns and relative adverbs.

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

Alignment ID	Alignment Text
L.4.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
WR-04-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
WR-05-4.11.29	Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.
WR-05-4.11.33	Students will use periods in abbreviations and acronyms.
WR-05-2.4.1.b	Students will develop complete sentences or apply unconventional structures when appropriate.
C.5.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.5.3a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-05-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-05-2.4.2.a	Students will develop sentences of various structures and lengths.
WR-05-2.4.2.b	Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.

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

Alignment ID	Alignment Text
WR-05-2.4.3.a	Students will develop complete, concise sentences or apply unconventional structures when appropriate.
WR-E-4.11.0.a.2	Sentence structure
WR-E-3.6.0.c	Applying correct capitalization
WR-05-4.11.23	Students will capitalize proper nouns (e.g., names, days, months).
WR-05-4.11.24	Students will capitalize the beginning of sentences.
WR-05-4.11.20	Students will apply knowledge of spelling patterns, generalizations and rules to plural forms of words.
WR-05-4.11.32	Students will use apostrophes in possessives and contractions.
L.5.1d	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1b	Use the perfect verb tenses.
L.5.1c	Use verb tense to convey various times, sequences, states and conditions.
L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.

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

Alignment ID	Alignment Text
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-05-4.11.13	Students will apply knowledge of present, past and future verb tenses.
WR-05-4.11.15	Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they're), pronoun references and double negatives.
WR-05-4.11.12	Students will apply knowledge of subject/verb agreement with both singular and plural subjects.
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C.5.2c	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
L.5.2d	Use underlining, quotation marks or italics to indicate titles of works.
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
WR-05-4.11.27	Students will capitalize first word in a quote when appropriate.
WR-05-4.11.31	Students will use beginning and ending quotation marks in dialogue and titles.
WR-05-3.5.3.b	Students will apply precise word choice.
L.5.1a	Explain the function of conjunctions, prepositions and interjections in a grade-level text.

0545201020 Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.2a	Use punctuation to separate items in a series.
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma 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.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
WR-E-3.6.0.b	Applying correct punctuation
WR-05-4.11.30	Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.
WR-05-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
MA-04-1.3.1.e	add and subtract decimals through hundredths.
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
KY.4.NBT.4	Fluently add and subtract multi-digit whole numbers using an algorithm.
MA-04-1.3.1.a	add and subtract whole numbers with four digits or less;
KY.4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
KY.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparisons by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Alignment ID	Alignment Text
KY.4.NBT.5.i.1	Up to four digit number by a one-digit number
KY.4.NBT.5.i.2	Two-digit number by two-digit number
KY.4.NBT.5.ii	Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
MA-04-1.3.1.b	multiply whole numbers with two digits or less;
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
KY.4.NBT.6.i.1	strategies based on place value
KY.4.NBT.6.i.2	the properties of operations
KY.4.NBT.6.i.3	the relationship between multiplication and division
KY.4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
MA-04-1.3.1.c	divide whole numbers with three digits or less by single-digit divisors (with or without remainders);

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
KY.5.NBT.7.a.4	the relationship between addition and subtraction
MA-05-1.3.1.c	add and subtract decimals through hundredths.
5.MD.C.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MA-05-1.5.2	Students will use the commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
KY.5.NBT.2.1	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
KY.5.NBT.5	Fluently multiply multi-digit whole numbers (not to exceed four-digit by two-digit multiplication) using an algorithm.
MA-05-1.3.1.a	add, subtract, multiply, and divide whole numbers (less than 100,000,000), using technology where appropriate;
MA-05-1.3.3	Students will multiply decimals through tenths.

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

Alignment ID	Alignment Text
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
KY.5.NBT.2.2	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
KY.5.NBT.7.a.1	concrete models or drawings
KY.5.NBT.7.a.2	strategies based on place value
KY.5.NBT.7.a.3	properties of operations
KY.5.NBT.7.b	Relate the strategy to a written method and explain the reasoning used.
KY.5.NBT.6.a.1	strategies based on place value
KY.5.NBT.6.a.2	the properties of operations
KY.5.NBT.6.a.3	the relationship between multiplication and division

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
KY.1.OA.6.b	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 10; decomposing a number leading to a 10; using the relationship between addition and subtraction; creating equivalent but easier or known sums.
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
KY.1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings and equations with a symbol for one unknown number to represent the problem.
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
KY.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions.
MA-EP-1.1.1.c	apply these numbers to represent real-world problems and

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

Alignment ID	Alignment Text
KY.1.OA.6.a	Fluently add and subtract within 10.
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
KY.1.NBT.4.a.1	concrete models or drawings;
KY.1.NBT.4.a.2	strategies based on place value;
KY.1.NBT.4.a.3	properties of operations;
KY.1.NBT.4.a.4	the relationship between addition and subtraction.
KY.1.NBT.4.b	Relate the addition strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
MA-EP-1.1.1.d	explain how the base 10 number system relates to place value.
MA-EP-1.3.1.d	add and subtract decimals related to money.
2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
KY.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
KY.2.OA.2	Fluently add and subtract within 20 using mental strategies.
2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

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

Alignment ID	Alignment Text
2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
KY.2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.
KY.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
KY.2.NBT.7.a.1	concrete models or drawings;
KY.2.NBT.7.a.2	strategies based on place value;
KY.2.NBT.7.a.3	properties of operations;
KY.2.NBT.7.a.4	the relationship between addition and subtraction and;
KY.2.NBT.7.a.5	relate drawings and strategies to expressions or equations.
KY.2.NBT.7.b	Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
MA-EP-1.3.1.d	add and subtract decimals related to money.
KY.3.OA.8	Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA-EP-1.3.1.a	add and subtract whole numbers with three digits or less;

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.
HW.3.1	Legibly form cursive letters, words, and sentences with accepted norms.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
L.K.1.a	Print many upper- and lowercase letters.
HW.K.1	Print all upper and lowercase letters and numerals.
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.
L.1.1.a	Print all upper- and lowercase letters.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
KY.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with 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.
MA-05-1.1.2	Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems.
MA-05-1.5.1	Students will identify and determine composite numbers, prime numbers, multiples of a number, factors of a number and least common multiples (LCM), and will apply these numbers to solve real-world problems.
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (
KY.5.NF.3	Interpret a fraction as division of the numerator by the denominator (
MA-05-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe commonly-used fractions, mixed numbers and decimals through thousandths;

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

Alignment ID	Alignment Text
MA-05-1.1.1.c	apply these numbers to represent real-world problems and
MA-05-1.3.1.b	add and subtract fractions with like denominators through 16, with sums less than or equal to one and
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
KY.5.NF.1.1	using reasoning strategies, such as counting up on a number line or creating visual fraction models
KY.5.NF.1.2	finding common denominators
KY.5.NF.2.a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
5.NF.B.4.a	Interpret the product (
5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

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

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

Alignment ID	Alignment Text
KY.5.NF.7.c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
KY.5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
KY.5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names and expanded form.
5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
KY.5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MA-05-1.1.3	Students will compare (<, >, =) and order whole numbers, fractions and decimals, and explain the relationships (equivalence, order) between and among them.
5.NBT.A.4	Use place value understanding to round decimals to any place.
KY.5.NBT.4	Use place value understanding to round decimals to any place.

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

Alignment ID	Alignment Text
KY.5.NBT.7.a.4	the relationship between addition and subtraction
MA-05-1.3.1.c	add and subtract decimals through hundredths.
MA-05-1.3.3	Students will multiply decimals through tenths.
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
KY.5.NBT.2.2	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
KY.5.NBT.7.a.1	concrete models or drawings
KY.5.NBT.7.a.2	strategies based on place value
KY.5.NBT.7.a.3	properties of operations
KY.5.NBT.7.b	Relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
KY.4.MD.4.b	Make a dot plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
KY.4.MD.4.c	Solve problems involving addition and subtraction of fractions by using information presented in dot plots.
MA-04-1.1.1.b	apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe commonly used fractions through tenths and decimals through hundredths;
MA-04-1.1.1.c	apply these numbers to represent real-world problems and
MA-04-1.1.2	Students will read, write and rename whole numbers, fractions and decimals, and apply to real-world and mathematical problems.
4.NF.B.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
KY.4.NF.5.a	Convert a fraction with a denominator of 10 to an equivalent fraction with a denominator of 100.
KY.4.NF.5.b	Add two fractions with respective denominators 10 and 100.

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

Alignment ID	Alignment Text
4.NF.A.1	Explain why a fraction
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
KY.4.NF.1.a	Use visual fraction models to recognize and generate equivalent fractions that have different numerators/denominators even though they are the same size.
KY.4.NF.1.b	Explain why a fraction

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

Alignment ID	Alignment Text
KY.4.NF.2	Compare two fractions with different numerators and different denominators using the symbols <, =, or >. Recognize comparisons are valid only when the two fractions refer to the same whole. Justify the conclusions.
KY.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
KY.4.NF.3.b	Decomposing a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.
KY.4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
MA-04-1.1.3	Students will compare (<, >, =) and order whole numbers, commonly used fractions and decimals, and explain the relationships (equivalence, order) between and among them.
MA-04-1.3.1.d	add and subtract fractions with like denominators less than or equal to 10 and

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
MA-EP-1.3.1.b	multiply whole numbers of 10 or less;
3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3.MD.C.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
KY.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).
KY.3.MD.7.a	Find the area of a rectangle with whole-number side lengths by tiling it and show the area is the same as would be found by multiplying the side lengths.
KY.3.MD.7.c	Use tiling to show in a concrete case the area of a rectangle with whole-number side lengths
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.

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

Alignment ID	Alignment Text
KY.3.OA.1	Interpret and demonstrate products of whole numbers.
3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
KY.3.OA.2	Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares.
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
KY.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
KY.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.OA.B.6	Understand division as an unknown-factor problem.
KY.3.OA.6	Understand division as an unknown-factor problem.

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

Alignment ID	Alignment Text
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
KY.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
KY.3.OA.8	Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA-EP-1.3.3	Students will divide two digit numbers by single digit divisors (with or without remainders) in real-world and mathematical problems.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
KY.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities, by using drawings and equations with a symbol for the unknown number to represent the problem.
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
KY.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparisons by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
KY.4.NBT.5.ii	Multiply using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.

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

Alignment ID	Alignment Text
KY.4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.
4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
KY.4.OA.4.b	Recognize that a whole number is a multiple of each of its factors.
KY.4.OA.4.c	Determine whether a given whole number is a multiple of a given one-digit number.
4.NF.B.4.a	Understand a fraction
4.NF.B.4.b	Understand a multiple of
KY.4.NF.4.a	Understand a fraction
KY.4.NF.4.b	Understand a multiple of
MA-EP-1.5.1	Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.
MA-04-1.5.1	Students will identify and determine odd numbers, even numbers, multiples of a number and factors of a number, and will apply these numbers to solve real-world problems.
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.

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

Alignment ID	Alignment Text
KY.3.OA.5	Apply properties of operations as strategies to multiply and divide.
MA-EP-1.5.2	Students will use the commutative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.
MA-04-1.5.2	Students will use the commutative properties of addition and multiplication, the associative properties of addition and multiplication, the identity properties of addition and multiplication and the zero property of multiplication in written and mental computation.
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
KY.3.OA.1	Interpret and demonstrate products of whole numbers.
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
KY.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.
4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
KY.4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

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

Alignment ID	Alignment Text
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA-EP-1.3.1.b	multiply whole numbers of 10 or less;
MA-04-1.3.1.b	multiply whole numbers with two digits or less;

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
KY.K.G.1.a	Describe objects in the environment using names of shapes.
KY.K.G.2	Correctly name shapes regardless of orientations or overall size.
1.2.4	Identifies shapes.
1.2.1	Recognizes some basic shapes.
1.2.3	Identifies shapes.
MA-EP-3.1.2	Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.
KY.K.CC.3.a	Write numbers from 0 to 20.
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
KY.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
1.1.1	Imitates rote counting using the names of the numbers.
1.1.10	Recognizes some numerals and associates number concepts with print materials in a meaningful way.
1.1.11	Names and writes some numerals.
K.CC.A.1	Count to 100 by ones and by tens.
KY.K.CC.1.a	Count to 100 by ones and by tens.
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
KY.K.CC.2	Count forward beginning from a given number within the known sequence within 100 (instead of having to begin at 1).
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.
1.3.4	Recognizes, duplicates, and extends simple patterns.
MA-EP-5.1.1	Students will extend simple patterns (e.g., 2,4,6,8,...; diamond, triangle, diamond, triangle...).
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
KY.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
KY.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference.
1.1.7	Compares concrete quantities to determine which has more.
MA-EP-1.1.3	Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).
2	Reason abstractly and quantitatively.
K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.
K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
KY.K.CC.3.b	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
KY.K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
KY.K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
KY.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.
KY.K.CC.5.a	Count to answer “how many?” questions with as many as 20 things arranged in a line, a rectangular array, or a circle.
KY.K.CC.5.b	Count to answer “how many?” questions with as many as 10 things in a scattered configuration.
K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
KY.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.
1.1.2	Counts in sequence to 5 and beyond.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
1.1.3	Arranges sets of objects in one-to-one correspondence.
1.1.4	Understands that a single object is always “one” regardless of size, shape, other attributes.
1.1.5	Counts concrete objects to 5 and beyond.
1.1.6	Uses math language to express quantity in everyday experiences.
1.1.8	Recognizes that a set of objects remains the same amount if physically rearranged.
1.1.9	Realizes that the last number counted is the total amount of objects.
MA-EP-1.2.1	Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-EP-1.0.6	Students will formulate questions to guide reading.
WR-EP-1.2.1.b	Students will describe own literacy skills, strategies or processes.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author’s message, lesson learned and/or moral.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

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

Alignment ID	Alignment Text
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RD-EP-2.0.3	Students will locate key ideas or information in a passage.
RD-EP-3.0.4	Students will identify main ideas or details that support them.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RD-EP-2.0.5	Students will identify the correct sequence.
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.
L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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

Alignment ID	Alignment Text
L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.5a	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
RD-EP-2.0.7	Students will make inferences or draw conclusions based on what is read.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Alignment ID	Alignment Text
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
RD-EP-5.0.4	Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-EP-1.0.3	Students will know that some words have multiple meanings and identify the correct meaning as the word is used.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.SL.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Alignment ID	Alignment Text
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
RD-EP-2.0.3	Students will locate key ideas or information in a passage.
RD-EP-3.0.8	Students will identify informative or persuasive passages.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RD-EP-2.0.5	Students will identify the correct sequence.
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RD-EP-3.0.4	Students will identify main ideas or details that support them.

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

Alignment ID	Alignment Text
L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
RD-EP-2.0.7	Students will make inferences or draw conclusions based on what is read.
L.2.3.a	Compare formal and informal uses of English.
L.2.3a	Compare formal and informal uses of English.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

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

Alignment ID	Alignment Text
RD-EP-5.0.4	Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
RD-EP-2.0.1	Students will distinguish between fiction and non-fiction texts.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

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

Alignment ID	Alignment Text
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
RD-EP-1.0.6	Students will formulate questions to guide reading.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
RD-EP-2.0.3	Students will locate key ideas or information in a passage.
RD-EP-2.0.2	Students will describe characters, plot, setting or problem/solution of a passage.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Alignment ID	Alignment Text
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
L.3.4e	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.3.5b	Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
RD-EP-1.0.2	Students will apply knowledge of synonyms, antonyms or compound words for comprehension.
RD-EP-1.0.3	Students will know that some words have multiple meanings and identify the correct meaning as the word is used.
RD-EP-1.0.4	Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.

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

Alignment ID	Alignment Text
RD-EP-2.0.4	Students will interpret specialized vocabulary (words and terms specific to understanding the content).
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RD-EP-2.0.5	Students will identify the correct sequence.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

0545200822 Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RD-EP-3.0.4	Students will identify main ideas or details that support them.
RD-EP-3.0.8	Students will identify informative or persuasive passages.
L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

Alignment ID	Alignment Text
RD-EP-3.0.5	Students will identify fact or opinion from a passage.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
RD-EP-2.0.7	Students will make inferences or draw conclusions based on what is read.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RD-EP-5.0.4	Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
RF.3.4b	Fluently read grade-level prose and poetry orally on successive readings.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

Alignment ID	Alignment Text
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Alignment ID	Alignment Text
L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.4a	Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

Alignment ID	Alignment Text
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
RD-04-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RD-04-2.0.4	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RD-04-3.0.1	Students will explain a character’s or speaker’s actions based on a passage.
RD-04-5.0.3	Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.
RD-04-2.0.2	Students will describe characters, plot, setting or problem/solution of a passage.
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RD-04-5.0.4	Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.

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

Alignment ID	Alignment Text
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
RD-04-2.0.3	Students will locate key ideas or information in a passage.
RD-04-2.0.5	Students will identify and explain the sequence of activities needed to carry out a procedure.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
RD-04-2.0.7	Students will make inferences or draw conclusions based on what is read.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
C.4.6	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.
RD-04-2.0.6	Students will summarize information from a passage.

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

Alignment ID	Alignment Text
RD-04-3.0.4	Students will identify main ideas and details that support them.
RD-04-3.0.8	Students will identify informative or persuasive passages.
RD-04-3.0.5	Students will identify fact or opinion from a passage.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
RD-04-3.0.3	Students will identify an author’s purpose in a passage.

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).
RD-05-2.0.3	Students will locate key ideas or information in a passage.
RD-05-3.0.6	Students will identify the argument and supporting evidence.
RD-05-3.0.8	Students will identify informative or persuasive passages.
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

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

Alignment ID	Alignment Text
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

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

Alignment ID	Alignment Text
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4d	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
RD-05-1.0.1	Students will apply word recognition strategies (e.g., context clues, structural analysis) to determine pronunciations or meanings of words in passages.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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

Alignment ID	Alignment Text
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RD-05-3.0.4	Students will identify main ideas and details that support them.
RD-05-2.0.5	Students will identify and explain the sequence of activities needed to carry out a procedure.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RD-05-2.0.7	Students will make inferences or draw conclusions based on what is read.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Alignment ID	Alignment Text
RD-05-5.0.4	Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
RD-05-2.0.2	Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.
RD-05-3.0.5	Students will identify fact or opinion from a passage.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
RD-05-3.0.3	Students will identify an author’s purpose in a passage.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
L.1.2.a	Capitalize dates and names of people.
L.1.2a	Capitalize proper nouns, including but not limited to dates and names of people.
RD-EP-1.0.5	Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.
WR-EP-4.11.22	Students will capitalize proper nouns (e.g., names, days, months).
WR-EP-4.11.24	Students will capitalize the pronoun "I".
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
L.1.2.b	Use end punctuation for sentences.
L.1.2b	Demonstrate appropriate use of end punctuation.
WR-E-3.6.0.b	Applying correct punctuation
WR-E-3.6.0.c	Applying correct capitalization

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

Alignment ID	Alignment Text
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
RF.1.1a	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and ending punctuation.
RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
C.1.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

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

Alignment ID	Alignment Text
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-EP-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-EP-2.4.2.a	Students will develop sentences of various structures and lengths.
WR-E-4.11.0.a.2	Sentence structure
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1a	common, proper and possessive nouns in a sentence.
L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.1c	personal, possessive and indefinite pronouns in a sentence.
L.1.1d	verbs to convey a sense of past, present and future in a sentence.
L.1.1f	frequently occurring conjunctions in a sentence.
L.1.1g	frequently occurring prepositions in a sentence.
L.1.1h	declarative, interrogative, imperative and exclamatory sentences in response to prompts.
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate

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

Alignment ID	Alignment Text
WR-EP-2.4.1.b	Students will develop complete and correct sentences.
WR-EP-2.4.2.b	Students will develop complete and correct sentences.
WR-EP-2.4.3.a	Students will develop complete sentences or apply unconventional structures when appropriate.
L.1.1.f	Use frequently occurring adjectives.
L.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.1e	frequently occurring adjectives in a sentence.
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.5d	Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).
WR-EP-1.2.2.a.1	Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
WR-EP-3.5.2.c	Students will develop ideas through descriptive or figurative language.
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Alignment ID	Alignment Text
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
C.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
WR-EP-2.3.3.c	Students will develop text structure (e.g., problem/solution, question/answer, description, sequence) to achieve purpose.
WR-EP-4.10.7	Students will correct sentences that are out of chronological/sequential order.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
WR-EP-4.11.29	Students will approximate the use of beginning and ending quotation marks in dialogue.
C.1.3b	Recount a single event or multiple events, memories or ideas.

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Alignment ID	Alignment Text
RD-EP-2.0.5	Students will identify the correct sequence.
WR-EP-1.2.2.a.2	Students will develop plot/story line appropriate to the form.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
WR-EP-4.11.22	Students will capitalize proper nouns (e.g., names, days, months).
WR-EP-4.11.24	Students will capitalize the pronoun "I".
WR-E-3.6.0.c	Applying correct capitalization
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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Alignment ID	Alignment Text
R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-EP-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-EP-2.4.2.a	Students will develop sentences of various structures and lengths.
WR-EP-2.4.2.b	Students will develop complete and correct sentences.
WR-E-4.11.0.a.2	Sentence structure
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.1e	adjectives and adverbs in sentence formation.
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.4f	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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Alignment ID	Alignment Text
WR-EP-3.5.2.c	Students will develop ideas through descriptive or figurative language.
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
C.2.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.1f	producing, expanding and rearranging complete simple and compound sentences.
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-EP-2.4.3.a	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-EP-4.11.16	Students will correct run-on sentences.
WR-EP-4.11.28	Students will approximate the use of commas in a series, a date, a compound sentence and the greeting and closing of a letter.
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1d	past tense of frequently occurring irregular verbs.
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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Alignment ID	Alignment Text
L.2.5b	Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-EP-4.11.13	Students will apply knowledge of present and past verb tenses.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
C.2.3b	Recount a single event or multiple events, memories or ideas.
RD-EP-2.0.5	Students will identify the correct sequence.
WR-EP-2.3.2.d	Students will create paragraphs.
WR-EP-2.3.3.d	Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details.
WR-EP-2.3.3.e	Students will create paragraphs.
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Alignment ID	Alignment Text
C.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
C.2.3c	Include details which describe actions, thoughts, emotions.
RD-EP-2.0.2	Students will describe characters, plot, setting or problem/solution of a passage.
WR-EP-2.3.3.c	Students will develop text structure (e.g., problem/solution, question/answer, description, sequence) to achieve purpose.
WR-EP-1.2.2.a.1	Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
WR-EP-1.2.2.a.2	Students will develop plot/story line appropriate to the form.
WR-EP-1.2.2.a.3	Students will develop setting, mood, scene, image or feeling.
WR-E-3.6.0.b	Applying correct punctuation
WR-EP-1.1.3.d	Students will apply characteristics of the selected form (e.g., letter, feature article).

0545200776 Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
WR-EP-4.11.17	Students will correct sentence fragments.
WR-EP-4.11.25	Students will capitalize first word in a quote when appropriate.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
WR-E-3.6.0.c	Applying correct capitalization
WR-EP-4.11.23	Students will capitalize the beginning of sentences.
WR-EP-2.4.2.b	Students will develop complete and correct sentences.
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
C.3.3b	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
WR-EP-1.1.2.e.2	Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
WR-EP-1.2.2.a.3	Students will develop setting, mood, scene, image or feeling.
WR-EP-2.3.3.c	Students will develop text structure (e.g., problem/solution, question/answer, description, sequence) to achieve purpose.

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Alignment ID	Alignment Text
WR-EP-3.5.2.c	Students will develop ideas through descriptive or figurative language.
C.3.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
L.3.1i	Produce simple, compound and complex sentences.
L.3.1.i	Produce simple, compound, and complex sentences.
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-EP-2.4.1.b	Students will develop complete and correct sentences.
WR-EP-2.4.3.a	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-EP-4.11.16	Students will correct run-on sentences.
L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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Alignment ID	Alignment Text
WR-EP-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
C.3.3c	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
WR-EP-1.2.2.a.1	Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
L.3.2c	Use commas and quotation marks in dialogue.
L.3.2.c	Use commas and quotation marks in dialogue.
WR-E-3.6.0.b	Applying correct punctuation
WR-E-4.11.0.a.5	Punctuation
WR-EP-4.11.27	Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative and imperative sentences.

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Alignment ID	Alignment Text
WR-EP-4.11.28	Students will approximate the use of commas in a series, a date, a compound sentence and the greeting and closing of a letter.
WR-EP-4.11.29	Students will approximate the use of beginning and ending quotation marks in dialogue.
WR-E-4.9.0.b	Developing topic, elaborating, exploring sentence variety and language use
WR-EP-4.10.4	Students will identify the topic sentence/main idea of a paragraph.
CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
C.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
WR-EP-1.2.3.c	Students will apply research to support ideas with facts and opinions.
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-EP-4.10.7	Students will correct sentences that are out of chronological/sequential order.
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
C.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Alignment ID	Alignment Text
C.3.1b	Introduce the topic, followed by opinion statement, and create an organizational structure.
W.3.2.b	Develop the topic with facts, definitions, and details.
C.3.2c	Develop the topic with facts, definitions and details.
WR-EP-1.1.2.e.1	Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.
WR-E-1.2.0.c	Explaining related connections or reflections
WR-EP-2.3.1.d	Students will create paragraphs.
WR-EP-2.3.2.d	Students will create paragraphs.
WR-EP-2.3.3.e	Students will create paragraphs.
WR-EP-1.1.3.d	Students will apply characteristics of the selected form (e.g., letter, feature article).

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Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
WR-E-4.11.0.a.2	Sentence structure
WR-04-4.11.29	Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.
L.4.2a	Demonstrate appropriate use of capitalization rules.
L.4.2.a	Use correct capitalization.
WR-E-4.11.0.a.4	Capitalization
WR-E-4.11.0.a.5	Punctuation
WR-04-4.11.24	Students will capitalize the beginning of sentences.
C.4.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
C.4.3d	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
WR-04-4.11.18	Students will combine short, choppy sentences effectively.
L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.

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Alignment ID	Alignment Text
WR-04-4.11.30	Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-04-2.4.2.a	Students will develop sentences of various structures and lengths.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-04-2.4.2.b	Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
WR-04-2.4.3.a	Students will develop complete, concise sentences or apply unconventional structures when appropriate.
WR-04-4.11.16	Students will correct run-on or awkward sentences.
WR-04-4.11.17	Students will correct sentence fragments.
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Alignment ID	Alignment Text
L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
WR-E-4.10.0.b	Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content
WR-E-3.6.0.c	Applying correct capitalization
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
C.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
WR-04-2.3.2.e	Students will apply paragraphing effectively.
WR-04-4.10.4	Students will identify the topic sentence/main idea of a paragraph.
WR-04-4.10.5	Students will select appropriate supporting details.
WR-E-4.7.0.c	Initiating an authentic reason to write
WR-E-4.9.0.c	Organizing writing

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Alignment ID	Alignment Text
RD-04-3.0.5	Students will identify fact or opinion from a passage.
WR-04-1.2.3.d	Students will apply research to support ideas with facts and opinions.
WR-04-4.10.7	Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
C.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
C.4.1a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.4.1.b	Provide reasons that are supported by facts and details.
W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
C.4.1c	Provide reasons that are supported by facts and details.
C.4.1d	Use grade-appropriate transitions.
W.4.1.d	Provide a concluding statement or section related to the opinion presented.
C.4.1e	Provide a concluding section.

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Alignment ID	Alignment Text
C.4.1f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
WR-04-1.2.3.a	Students will communicate relevant information to clarify a specific purpose.
WR-04-1.2.3.b	Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).
WR-04-1.2.3.e	Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion).
CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
C.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
C.4.2a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

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Alignment ID	Alignment Text
C.4.2b	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
C.4.2c	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
C.4.2e	Use grade-appropriate transitions to develop text structure across paragraphs.
C.4.2g	Provide a concluding section.
WR-04-1.1.2.e.1	Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image or showing an extraordinary perception of the ordinary.
WR-E-1.2.0.c	Explaining related connections or reflections
W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
C.4.1b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
WR-04-2.3.2.b	Students will communicate ideas and details in a meaningful order.
WR-04-2.3.2.c	Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.

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Alignment ID	Alignment Text
WR-04-2.4.2.c	Students will arrange poetic language in a meaningful order.
WR-E-4.8.0.f	Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information
WR-E-4.10.0.a	Reflecting to determine where to add, delete, rearrange, define/redefine or elaborate content
L.4.1d	Order adjectives within sentences according to conventional patterns.
L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
WR-04-2.3.3.c	Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.
WR-04-2.3.3.e	Students will apply paragraphing effectively.
WR-04-3.5.2.c	Students will develop ideas through descriptive or figurative language.
WR-04-4.11.14	Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.
CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.4.1b	Use the progressive verb tenses.
L.4.1c	Use modal auxiliaries to convey various conditions, such as can, may and must.

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Alignment ID	Alignment Text
L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.3a	Choose words and phrases to convey ideas precisely.
L.4.3b	Choose punctuation for effect.
L.4.3.a	Choose words and phrases to convey ideas precisely.
L.4.3.b	Choose punctuation for effect.
WR-E-3.5.0.a	Applying correct grammar and usage
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-E-3.5.0.d	Applying language appropriate to the content, purpose and audience
WR-04-3.5.2.b	Students will incorporate language based on economy, precision, richness or impact on the reader.
WR-04-3.5.3.b	Students will apply precise word choice.
WR-E-4.9.0.b	Developing topic, elaborating, exploring sentence variety and language use
WR-E-4.10.0.d	Considering voice, tone, style, intended audience, coherence, transitions
WR-E-4.10.0.f	Considering effectiveness of language usage and sentences to communicate ideas

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Alignment ID	Alignment Text
WR-04-4.10.10	Students will eliminate redundant words and phrases.
WR-04-4.10.11	Students will choose the most specific word for use in a sentence.
WR-04-4.11.13	Students will apply knowledge of present, past, and future verb tenses.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
L.4.5a	Explain the meaning of simple similes and metaphors in context.
L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
RD-04-5.0.2	Students will identify literary devices such as foreshadowing, imagery or figurative language (similes, metaphors, and personification).
WR-04-1.2.2.b	Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.
WR-04-1.1.1.a	Students will evaluate personal progress toward meeting goals in literacy skills.
WR-04-1.1.1.b	Students will analyze and address needs of the intended audience.
WR-04-1.1.1.c	Students will use a suitable tone or appropriate voice.

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Alignment ID	Alignment Text
WR-04-1.2.1.a	Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge.
WR-04-1.2.1.b	Students will describe own literacy skills, strategies, processes or areas of growth.
WR-04-1.2.1.c	Students will explain own decisions about literacy goals.
WR-04-1.2.1.e	Students will support claims about self.
WR-04-2.3.1.a	Students will engage the interest of the reader.
WR-04-2.3.1.b	Students will communicate ideas and details in meaningful order.
WR-04-2.3.1.c	Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
WR-04-2.3.1.d	Students will apply paragraphing effectively.
WR-04-2.3.1.e	Students will create conclusions effectively.
WR-04-2.4.1.a	Students will develop sentences of various structures and lengths throughout the piece.
WR-04-2.4.1.b	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-04-3.5.1.a	Students will adhere to standard guidelines for grammar and usage.
WR-04-3.5.1.b	Students will apply language concisely.

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Alignment ID	Alignment Text
WR-04-3.5.1.c	Students will incorporate language appropriate to the content, purpose and audience.
W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
C.4.3b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
C.4.3c	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
C.4.3e	Use concrete words and phrases and sensory details to convey experiences and events precisely.
WR-04-1.1.2.e.5	Students will apply a fictional perspective in literary writing when appropriate.
WR-04-1.2.2.a.1	Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
WR-04-1.2.2.a.2	Students will develop plot/story line appropriate to the form.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Alignment ID	Alignment Text
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
L.4.2b	Use commas and quotation marks to indicate direct speech and quotations for a text.
L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
WR-E-3.6.0.b	Applying correct punctuation
WR-04-4.11.31	Students will use beginning and ending quotation marks in dialogue and titles.
WR-E-4.8.0.b	Establishing a purpose and central/controlling idea or focus
WR-E-4.8.0.e	Generating ideas (e.g., reading, journaling, mapping, webbing, note-taking, interviewing, researching, other writing-to-learn activities)
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
WR-E-1.1.0.e	Adhering to the characteristics of the form
WR-04-1.1.2.e.2	Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
WR-04-1.1.3.d	Students will apply characteristics of the selected form (e.g., letter, feature article).

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Alignment ID	Alignment Text
WR-E-1.2.0.d	Applying idea development strategies appropriate for the form
WR-04-1.2.2.a.3	Students will develop an appropriate setting, mood, scene, image or feeling.
WR-04-1.2.2.c	Students will incorporate reflection, insight and analysis when appropriate.
WR-04-2.3.3.b	Students will apply the accepted format of the genre.
WR-E-4.8.0.d	Determining the most appropriate form to meet the needs of purpose and audience

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Alignment ID	Alignment Text
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W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
C.5.3b	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
WR-05-4.11.15	Students will apply knowledge of special problems in usage (e.g., a/an, to/two/too, their/there/they’re), pronoun references and double negatives.
WR-05-2.4.2.b	Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.
WR-05-4.11.17	Students will correct sentence fragments.
WR-E-3.6.0.c	Applying correct capitalization
WR-E-4.11.0.a.4	Capitalization
WR-05-4.11.23	Students will capitalize proper nouns (e.g., names, days, months).
WR-05-4.11.24	Students will capitalize the beginning of sentences.
WR-05-4.11.25	Students will capitalize the pronoun “I”.
WR-05-4.11.26	Students will capitalize proper adjectives.

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Alignment ID	Alignment Text
WR-05-4.11.27	Students will capitalize first word in a quote when appropriate.
WR-05-4.11.28	Students will capitalize the first word and every succeeding main word in a title.
L.5.2a	Use punctuation to separate items in a series.
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	Use a comma 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.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
C.5.2d	Use grade-appropriate conjunctions to develop text structure within sentences.
C.5.3d	Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
L.5.1a	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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Alignment ID	Alignment Text
WR-05-2.4.3.a	Students will develop complete, concise sentences or apply unconventional structures when appropriate.
WR-05-4.11.16	Students will correct run-on or awkward sentences.
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
C.5.2g	Provide a concluding section.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
C.5.3f	Provide a conclusion that follows the narrated experiences or events.
WR-05-2.3.1.e	Students will create conclusions effectively.
WR-05-2.3.2.g	Students will create conclusions effectively.
WR-05-2.3.3.g	Students will create conclusions effectively.
WR-05-4.10.9	Students will develop effective introductions and closures for writing.
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
C.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

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Alignment ID	Alignment Text
WR-05-1.2.3.a	Students will communicate relevant information to clarify a specific purpose.
WR-05-4.10.5	Students will select appropriate supporting details.
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
WR-E-4.11.0.a.5	Punctuation
WR-05-4.11.29	Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.
WR-05-4.11.30	Students will use commas in a series, a date, a compound sentence and the greeting and closing of a letter.
WR-05-4.11.32	Students will use apostrophes in possessives and contractions.
WR-05-4.11.33	Students will use periods in abbreviations and acronyms.
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
C.5.2f	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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Alignment ID	Alignment Text
C.5.3e	Use concrete words and phrases and sensory details to convey experiences and events precisely.
WR-05-3.5.2.c	Students will develop ideas through descriptive or figurative language.
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
C.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
C.5.1b	Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
C.5.1c	Provide logically ordered reasons that are supported by facts and details.
C.5.1d	Use grade-appropriate transitions.
W.5.1.d	Provide a concluding statement or section related to the opinion presented.
C.5.1e	Provide a concluding section.

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Alignment ID	Alignment Text
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C.5.2c	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
RD-05-3.0.5	Students will identify fact or opinion from a passage.
WR-05-1.2.3.b	Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).
WR-05-1.2.3.d	Students will apply research to support ideas with facts and opinions.
WR-05-1.2.3.e	Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion).
WR-05-2.3.3.c	Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.
WR-05-2.3.3.d	Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.
WR-05-4.10.4	Students will identify the topic sentence/main idea of a paragraph.
WR-E-4.10.0.a	Reflecting to determine where to add, delete, rearrange, define/redefine or elaborate content

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Alignment ID	Alignment Text
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
WR-E-1.1.0.e	Adhering to the characteristics of the form
WR-05-1.1.2.e.2	Students will apply characteristics of the selected form (e.g., short story, play/script, poem.)
WR-05-1.1.3.d	Students will apply characteristics of the selected form (e.g., letter, feature article).
WR-05-1.2.2.a.3	Students will develop an appropriate setting, mood, scene, image or feeling.
WR-05-1.2.2.c	Students will incorporate reflection, insight and analysis when appropriate.
WR-05-2.3.1.d	Students will apply paragraphing effectively.
WR-05-2.3.2.e	Students will apply paragraphing effectively.
WR-05-2.3.3.b	Students will apply the accepted format of the genre.
CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Alignment ID	Alignment Text
C.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
C.5.1a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
C.5.2a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
C.5.2b	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
C.5.3a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
WR-E-2.3.0.a	Engaging the audience
WR-E-2.3.0.c	Communicating ideas and support in a meaningful order
WR-E-2.3.0.d	Applying transitions and transitional elements to guide the reader through the piece

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Alignment ID	Alignment Text
WR-E-2.3.0.e	Developing effective closure
WR-05-2.3.3.e	Students will apply paragraphing effectively.
WR-E-4.7.0.b	Connecting with prior learning and experience
WR-E-4.7.0.c	Initiating an authentic reason to write
WR-E-4.7.0.d	Thinking about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write
WR-E-4.9.0.c	Organizing writing
WR-05-4.10.7	Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.
WR-05-4.10.8	Students will identify the most effective transitions.
WR-E-1.1.0.c	Choosing a perspective authentic to the writer
WR-05-1.1.2.c	Students will create a point of view.
WR-05-1.1.2.e.3	Students will create a point of view.
WR-E-4.10.0.d	Considering voice, tone, style, intended audience, coherence, transitions

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Alignment ID	Alignment Text
CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
C.5.1f	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
C.5.2h	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
C.5.3g	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
WR-E-1.2.0.d	Applying idea development strategies appropriate for the form
WR-E-2.3.0.b	Establishing a context for reading when appropriate
WR-05-2.3.3.a	Students will establish a context for reading.
WR-E-4.8.0.a	Selecting/narrowing a topic
WR-E-4.8.0.b	Establishing a purpose and central/controlling idea or focus
WR-E-4.8.0.c	Identifying and analyzing the audience

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Alignment ID	Alignment Text
WR-E-4.8.0.d	Determining the most appropriate form to meet the needs of purpose and audience
WR-E-4.8.0.e	Generating ideas (e.g., reading, journaling, mapping, webbing, note-taking, interviewing, researching, other writing-to-learn activities)
WR-E-4.8.0.f	Organizing ideas – examining other models of good writing and appropriate text structures to match purpose and organize information
WR-E-4.13.00.a.4	Approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing)
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
C.5.3c	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
WR-05-1.2.2.a.1	Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
WR-E-3.5.0.d	Applying language appropriate to the content, purpose and audience
WR-05-3.5.2.b	Students will incorporate language based on economy, precision, richness or impact on the reader.
WR-05-3.5.3.b	Students will apply precise word choice.
WR-E-3.6.0.b	Applying correct punctuation

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Alignment ID	Alignment Text
WR-E-4.9.0.b	Developing topic, elaborating, exploring sentence variety and language use
WR-05-4.10.11	Students will choose the most specific word for use in a sentence.
WR-05-4.11.31	Students will use beginning and ending quotation marks in dialogue and titles.
L.5.3a	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
WR-E-2.4.0.a	Applying a variety of structures and lengths
WR-E-2.4.0.b	Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate
WR-05-2.4.1.b	Students will develop complete sentences or apply unconventional structures when appropriate.
WR-E-3.5.0.c	Incorporating strong verbs, precise nouns, concrete details and sensory details
WR-E-4.10.0.f	Considering effectiveness of language usage and sentences to communicate ideas
WR-05-4.10.10	Students will eliminate redundant words and phrases.
WR-05-4.11.18	Students will combine short, choppy sentences effectively.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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Alignment ID	Alignment Text
RD-05-5.0.2	Students will identify literary devices such as foreshadowing, imagery or figurative language (similes, metaphors, personification, hyperbole).
WR-05-1.2.2.b	Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.
HW.3.1	Legibly form cursive letters, words, and sentences with accepted norms.

0545200733 Scholastic Success With Traditional Manuscript: Grades K–1

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
L.K.1.a	Print many upper- and lowercase letters.
HW.K.1	Print all upper and lowercase letters and numerals.
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.
L.1.1.a	Print all upper- and lowercase letters.

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.3c	Read common high-frequency words by sight.
RF.K.3d	Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.
3.3.2	Recognizes some letters and words in print.
3.3.3	Identifies some known letters of the alphabet in familiar and unfamiliar words.
RD-EP-1.0.1	Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.