Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
RF.K.2	Print upper- and lowercase letters.
2-LDC-10o	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
2-LDC-12e	Demonstrate an interest in learning the alphabet.
2-LDC-12f	Show they know that letters function to represent sounds in spoken words.
2-LDC-12g	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.
2-LDC-12h	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple.").

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
NC.K.G.5.i	Building and drawing triangles, rectangles, squares, hexagons, circles.
NC.K.CC.1.i	Counting to 100 by ones.
NC.K.CC.1.ii	Counting to 100 by tens.
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
NC.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.
NC.K.CC.4.i	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).
NC.K.CC.4.ii	Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
NC.K.CC.4.iii	State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).
NC.K.CC.5.i	Given a number from 1–20, count out that many objects.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
NC.K.CC.5.ii	Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
NC.K.CC.5.iii	Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
NC.K.CC.5.iv	Given 10 objects in a scattered arrangement, identify how many.
NC.K.CC.7	Compare two numbers, within 10, presented as written numerals.
NC.K.OA.1.i	Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
Math.Content.K.CC.1	Count to 100 by ones and by tens.
Math.Content.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Math.Content.K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Math.Content.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.
Math.Content.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.
Math.Content.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
Math.Content.K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Math.Content.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
Math.Content.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
NC.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.
Math.Content.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.
4	Create and extend patterns
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
Math.Content.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
Math.Content.K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
NC.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
Math.Content.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
Math.Content.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
2-LDC-10m	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).
NC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
NC.K.G.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
Math.Content.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Math.Content.K.G.2	Correctly name shapes regardless of their orientations or overall size.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
RF.K.2	Print upper- and lowercase letters.
2-LDC-10o	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
2-LDC-12e	Demonstrate an interest in learning the alphabet.
2-LDC-12f	Show they know that letters function to represent sounds in spoken words.
2-LDC-12g	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.
2-LDC-12h	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple.").
RF.K.3.a	Recognize and produce rhyming words.
2-LDC-11i	Enjoy rhymes and wordplay, and sometimes add their own variations.
2-LDC-11k	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.

Success With Workbooks State Standards

054520092X　　　**Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
RF.K.3.a	Recognize and produce rhyming words.
2-LDC-11i	Enjoy rhymes and wordplay, and sometimes add their own variations.
2-LDC-11k	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
2-LDC-11l	Associate sounds with specific words, such as awareness that different words begin with the same sound.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.K.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.
1-LDC-7p	Use a growing vocabulary that includes many different kinds of words to express ideas clearly.
ELA-Literacy.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.4.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
1-LDC-7q	Infer the meaning of different kinds of new words from the context in which they are used (for example, hear "sandals" and "boots" used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).
2-LDC-10p	Identify their name and the names of some friends when they see them in print.
2-LDC-12i	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
2-LDC-11i	Enjoy rhymes and wordplay, and sometimes add their own variations.
2-LDC-12g	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.
RF.K.4.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.4.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.4.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.2.h	Write a letter or letters for most consonant and short-vowel sounds
2-LDC-10o	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
2-LDC-11k	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
2-LDC-11l	Associate sounds with specific words, such as awareness that different words begin with the same sound.
2-LDC-12e	Demonstrate an interest in learning the alphabet.
2-LDC-12f	Show they know that letters function to represent sounds in spoken words.

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
2-LDC-12h	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple.").
2-LDC-12i	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

Success With Workbooks State Standards

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
2-LDC-12g	Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.
RF.K.4.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.4.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.4.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.2.h	Write a letter or letters for most consonant and short-vowel sounds
L.K.2.j	Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions
2-LDC-10o	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
2-LDC-12e	Demonstrate an interest in learning the alphabet.
2-LDC-12f	Show they know that letters function to represent sounds in spoken words.
2-LDC-12h	Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, "Ball"; say, " A-a-apple.").

SCHOLASTIC

Success With Workbooks State Standards

0545201136   **Scholastic Success With Vowels**

Alignment ID   Alignment Text

2-LDC-12i   Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
NC.1.NBT.7	Read and write numerals, and represent a number of objects with a written numeral, to 100.
Math.Content.1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
NC.1.G.2.i	Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape.
Math.Content.1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
6	Create and extend patterns
NC.1.NBT.4.i	A two-digit number and a one-digit number
NC.1.NBT.4.ii	A two-digit number and a multiple of 10
Math.Content.1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
NC.1.OA.1.i	Add to/Take from-Change Unknown

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.1.OA.1.ii	Put together/Take Apart-Addend Unknown
NC.1.OA.1.iii	Compare-Difference Unknown
NC.1.OA.9	Demonstrate fluency with addition and subtraction within 10.
Math.Content.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NC.1.MD.5	Identify quarters, dimes, and nickels and relate their values to pennies.
NC.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
NC.1.MD.2.ii	Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.
Math.Content.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
Math.Content.1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
4	Non-standard measurement
5	Collect and display data

SCHOLASTIC

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.1.G.3.i	Describe the shares as halves and fourths, as half of and fourth of.
NC.1.G.3.ii	Describe the whole as two of, or four of the shares.
NC.1.G.3.iii	Explain that decomposing into more equal shares creates smaller shares.
Math.Content.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.
NC.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
Math.Content.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.
3	Time

0545200709   Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
NC.2.NBT.2	Count within 1,000; skip-count by 5s, 10s, and 100s.
Math.Content.2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
NC.2.OA.3.i	Pairing objects, then counting them by 2s.
NC.2.OA.3.ii	Determining whether objects can be placed into two equal groups.
NC.2.NBT.1.i	Unitize by making a hundred from a collection of ten tens.
NC.2.NBT.1.ii	Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones.
NC.2.NBT.4	Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
NC.2.NBT.5.i	Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Math.Content.2.NBT.1.a	100 can be thought of as a bundle of ten tens - called a "hundred."
Math.Content.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).
Math.Content.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.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.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.
Math.Content.2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
1	Patterns
NC.2.G.1	Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.
Math.Content.2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
NC.2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.
NC.2.NBT.7.ii	Strategies based on place value
Math.Content.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
Math.Content.2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
NC.2.G.3.iii	Explain that equal shares of identical wholes need not have the same shape.

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

Alignment ID	Alignment Text
NC.2.OA.2	Demonstrate fluency with addition and subtraction, within 20, using mental strategies.
Math.Content.2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
3	Addition and subtraction of multi-digit numbers
NC.2.OA.3.iii	Writing an equation to express an even number as a sum of two equal addends.
NC.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.
Math.Content.2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
Math.Content.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.
NC.2.OA.1.i.a	Add to/Take from-Start Unknown
NC.2.OA.1.i.b	Compare-Bigger Unknown
NC.2.OA.1.i.c	Compare-Smaller Unknown
NC.2.OA.1.ii.a	Add to/Take from- Change Unknown

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

Alignment ID	Alignment Text
NC.2.OA.1.ii.b	Add to/Take from- Result Unknown
NC.2.NBT.5.iii	Selecting an appropriate strategy in order to efficiently compute sums and differences.
Math.Content.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2	Sort and classify
NC.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Math.Content.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
NC.2.MD.1	Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
NC.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.
NC.2.MD.3	Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.
NC.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
Math.Content.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.
Math.Content.2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
Math.Content.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
NC.2.MD.10.i	Draw a picture graph and a bar graph with a single-unit scale to represent a data set.
NC.2.MD.10.ii	Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.
Math.Content.2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
NC.2.G.3.i	Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.
Math.Content.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.

Success With Workbooks State Standards

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
Math.Content.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
5	Coordinate grids
NC.3.MD.3.ii	Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
NC.3.MD.3.iii	Solve one and two-step "how many more" and "how many less" problems using information from these graphs.
Math.Content.3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
NC.3.OA.7.i	Know from memory all products with factors up to and including 10.
NC.3.OA.1.i	Interpret the factors as representing the number of equal groups and the number of objects in each group.
NC.3.OA.2.i	Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
NC.3.OA.2.ii	Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.

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

Alignment ID	Alignment Text
NC.3.NF.2.i	Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
Math.Content.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
Math.Content.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
Math.Content.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
NC.3.OA.7.iii	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Math.Content.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math.Content.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NC.3.NF.1.i	Explain that a unit fraction is one of those parts.

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

Alignment ID	Alignment Text
NC.3.NF.3.i	Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.
NC.3.NF.3.ii	Explaining that a fraction with the same numerator and denominator equals one whole.
NC.3.NF.3.iii	Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.3.NF.1	Understand a fraction 1/
Math.Content.3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Math.Content.3.NF.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.
Math.Content.3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.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, e.g., by using a visual fraction model.
Math.Content.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NC.3.MD.1	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.

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

Alignment ID	Alignment Text
Math.Content.3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
NC.3.NF.1.ii	Represent and identify unit fractions using area and length models.
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.
Math.Content.3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
NC.3.MD.2.iii	Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.
NC.3.MD.2.i	Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.
NC.3.MD.2.ii	Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.
4	Capacity and mass
NC.3.G.1.i	Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.

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Alignment ID	Alignment Text
NC.3.G.1.ii	Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.
Math.Content.3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
NC.4.NBT.2	Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
NC.4.NBT.1	Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.
NC.4.NBT.7	Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
Math.Content.4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
Math.Content.4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math.Content.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.4.MD.4.ii	Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.
NC.4.NBT.4	Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
Math.Content.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
Math.Content.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Math.Content.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multiplication and division of multi-digit numbers
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

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Alignment ID	Alignment Text
Math.Content.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NC.4.NF.6.iii	Represent tenths and hundredths with models, making connections between fractions and decimals.
Math.Content.4.NF.1	Explain why a fraction
Math.Content.4.NF.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.
Math.Content.4.NF.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.
Math.Content.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
Math.Content.4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
NC.4.NF.3.i	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NC.4.NF.3.iv	Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.

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Alignment ID	Alignment Text
Math.Content.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Math.Content.4.NF.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.
NC.4.MD.2	Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.
Math.Content.4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
Math.Content.4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
NC.4.NF.1	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
NC.4.NF.2.i	Reasoning about their size and using area and length models.
NC.4.NF.3.ii	Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.

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Alignment ID	Alignment Text
NC.4.NF.7	Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.
NC.4.MD.3.i	Find areas of rectilinear figures with known side lengths.
NC.4.MD.3.ii	Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.
3	Perimeter and area
NC.4.MD.6.i	Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees.
NC.4.MD.6.ii	Measure and sketch angles in whole-number degrees using a protractor.
Math.Content.4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
NC.4.G.1	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
NC.4.G.2	Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.
NC.4.G.3	Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.
Math.Content.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Math.Content.4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
NC.4.OA.5	Generate and analyze a number or shape pattern that follows a given rule.
Math.Content.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
NC.5.NBT.6	Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.
Math.Content.5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NC.5.NF.4.ii	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
NC.5.NF.4.iii	Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.
Math.Content.5.NF.4.a	Interpret the product (
Math.Content.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.
Math.Content.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

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Math.Content.5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
NC.5.NBT.1.i	Explain 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.
NC.5.NBT.3.i	Write decimals using base-ten numerals, number names, and expanded form.
Math.Content.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.
Math.Content.5.NBT.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).
Math.Content.5.NBT.4	Use place value understanding to round decimals to any place.
NC.5.NBT.3.ii	Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.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.
NC.5.OA.3.i	Identify apparent relationships between corresponding terms.

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

Alignment ID	Alignment Text
NC.5.OA.3.ii	Form ordered pairs consisting of corresponding terms from the two patterns.
NC.5.OA.3.iii	Graph the ordered pairs on a coordinate plane.
NC.5.NBT.1.ii	Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.
Math.Content.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
NC.5.NBT.7.ii	Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.
NC.5.NBT.5	Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.
Math.Content.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Math.Content.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
NC.5.NBT.7.i	Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
Math.Content.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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Alignment ID	Alignment Text
NC.5.MD.4	Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
NC.5.MD.5.ii	Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.
NC.5.MD.1	Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.
Math.Content.5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
NC.5.NF.1.ii	Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.
NC.5.NF.3.iii	Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.
NC.5.NF.4.i	Use area and length models to multiply two fractions, with the denominators 2, 3, 4.
NC.5.NF.7	Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.

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Alignment ID	Alignment Text
Math.Content.5.NF.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.
NC.5.G.1	Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.
Math.Content.5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
Math.Content.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.
4	Coordinate grids

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
NC.3.NF.1.i	Explain that a unit fraction is one of those parts.
NC.3.NF.2.ii	Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.
NC.3.NF.3.i	Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.
NC.3.NF.3.ii	Explaining that a fraction with the same numerator and denominator equals one whole.
NC.3.NF.3.iii	Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
Math.Content.3.NF.1	Understand a fraction 1/
Math.Content.3.NF.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.
Math.Content.3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.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, e.g., by using a visual fraction model.

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

Alignment ID	Alignment Text
NC.3.NF.1.ii	Represent and identify unit fractions using area and length models.
NC.3.NF.4	Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.
NC.3.MD.1	Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.
NC.3.MD.2.i	Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.
NC.3.MD.2.ii	Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.
NC.3.MD.3.ii	Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.
NC.3.MD.3.iii	Solve one and two-step "how many more" and "how many less" problems using information from these graphs.
NC.3.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
NC.3.MD.7.iii	Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.

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

Alignment ID	Alignment Text
NC.3.G.1.i	Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals.
NC.3.G.1.ii	Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.
Math.Content.3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
Math.Content.3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
Math.Content.3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
Math.Content.3.MD.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
Math.Content.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by
Math.Content.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

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Alignment ID	Alignment Text
Math.Content.3.MD.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.
Math.Content.3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Math.Content.3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Math.Content.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
4	Capacity and mass
NC.3.OA.7.iii	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Math.Content.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math.Content.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
NC.4.OA.4.i	Recognize that a whole number is a multiple of each of its factors.
NC.4.OA.5	Generate and analyze a number or shape pattern that follows a given rule.
NC.4.NBT.2	Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.
NC.4.NF.2.ii	Using benchmark fractions 0, ½, and a whole.
NC.4.NF.2.iii	Comparing common numerator or common denominators.
Math.Content.4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
Math.Content.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
Math.Content.4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.

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

Alignment ID	Alignment Text
Math.Content.4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
NC.4.NF.1	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
NC.4.NF.2.i	Reasoning about their size and using area and length models.
NC.4.NF.3.ii	Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
NC.4.NF.7	Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.
NC.4.MD.2	Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.
NC.4.MD.3.i	Find areas of rectilinear figures with known side lengths.
NC.4.MD.3.ii	Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas.
NC.4.MD.4.ii	Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot.

0545200652	Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
NC.4.G.1	Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.
NC.4.G.2	Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.
NC.4.G.3	Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry.
Math.Content.4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
Math.Content.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Math.Content.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Math.Content.4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
NC.4.OA.1	Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.
NC.4.NF.3.i	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NC.4.NF.3.iii	Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
NC.4.NF.3.iv	Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.
NC.4.NF.6.ii	Use equivalent fractions to add two fractions with denominators of 10 or 100.
Math.Content.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Math.Content.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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

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

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

Alignment ID	Alignment Text
Math.Content.4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
Math.Content.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
7	Variables in number sentences

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
NC.5.OA.2.ii	Commutative, associative and distributive properties.
NC.5.OA.3.i	Identify apparent relationships between corresponding terms.
NC.5.OA.3.ii	Form ordered pairs consisting of corresponding terms from the two patterns.
NC.5.OA.3.iii	Graph the ordered pairs on a coordinate plane.
NC.5.NBT.1.ii	Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.
NC.5.NBT.3.i	Write decimals using base-ten numerals, number names, and expanded form.
NC.5.NBT.3.ii	Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
Math.Content.5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Math.Content.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.

Success With Workbooks State Standards

0545200644   Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
Math.Content.5.NBT.4	Use place value understanding to round decimals to any place.
Math.Content.5.MD.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.
NC.5.NF.3.iii	Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.
NC.5.NF.7	Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.
NC.5.MD.1	Given a conversion chart, use multiplicative reasoning to solve one-step conversion problems within a given measurement system.
NC.5.MD.4	Recognize volume as an attribute of solid figures and measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units.
NC.5.MD.5.ii	Build understanding of the volume formula for rectangular prisms with whole-number edge lengths in the context of solving problems.
NC.5.G.3.ii	Classify quadrilaterals in a hierarchy based on properties.

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Alignment ID	Alignment Text
Math.Content.5.NF.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.
Math.Content.5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Math.Content.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.
Math.Content.5.MD.3.b	A solid figure which can be packed without gaps or overlaps using
Math.Content.5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
Math.Content.5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
Math.Content.5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
NC.5.NBT.5	Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.
NC.5.NBT.6	Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays, area models, repeated subtraction, partial quotients, and/or the relationship between multiplication and division. Use models to make connections and develop the algorithm.

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Alignment ID	Alignment Text
NC.5.NBT.7.i	Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
NC.5.NBT.7.ii	Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.
NC.5.NF.1.i	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NC.5.NF.1.ii	Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.
NC.5.NF.4.i	Use area and length models to multiply two fractions, with the denominators 2, 3, 4.
NC.5.NF.4.ii	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
NC.5.NF.4.iii	Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.
NC.5.G.1	Graph points in the first quadrant of a coordinate plane, and identify and interpret the x and y coordinates to solve problems.
Math.Content.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Math.Content.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.

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Alignment ID	Alignment Text
Math.Content.5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Math.Content.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Math.Content.5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Math.Content.5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
Math.Content.5.NF.4.a	Interpret the product (
Math.Content.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.
Math.Content.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

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

Alignment ID	Alignment Text
Math.Content.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Math.Content.5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
Math.Content.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.
4	Coordinate grids

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054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
NC.6.NS.4.iii	Use the greatest common factor and the distributive property to rewrite the sum of two whole numbers, each less than or equal to 100.
Math.Content.6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
NC.6.RP.3.iv	Converting and manipulating measurements using given ratios.
NC.6.G.1.i	Find the area of triangles by composing into rectangles and decomposing into right triangles.
NC.6.G.1.ii	Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles.
Math.Content.6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Math.Content.6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
NC.6.NS.2	Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.
7	Students will solve relevant and authentic problems using appropriate technology and apply these concepts as well as those developed in earlier years

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

Alignment ID	Alignment Text
NC.6.RP.3.ii	Finding missing values in the tables.
NC.6.RP.3.v	Plotting the pairs of values on the coordinate plane.
NC.6.RP.4.i	Understanding and finding a percent of a quantity as a ratio per 100.
NC.6.RP.4.ii	Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity.
NC.6.NS.3	Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.
NC.6.NS.4.iv	Find the least common multiple of two whole numbers less than or equal to 12 to add and subtract fractions with unlike denominators.
NC.6.NS.6.b.1	Understand signs of numbers in ordered pairs as indicating locations in quadrants.
NC.6.NS.6.b.2	Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
NC.6.NS.6.b.3	Find and position pairs of rational numbers on a coordinate plane.
NC.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.
NC.6.G.3.i	Drawing polygons in the coordinate plane given coordinates for the vertices.

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

Alignment ID	Alignment Text
NC.6.SP.3.a.1	Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set.
NC.6.SP.3.a.2	Understand the median as a measure of center that is the numerical middle of an ordered data set.
NC.6.SP.5.b.1	Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations.
Math.Content.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.
Math.Content.6.RP.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.
Math.Content.6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
Math.Content.6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Math.Content.6.NS.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.
Math.Content.6.NS.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.

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

Alignment ID	Alignment Text
Math.Content.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.
Math.Content.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.
Math.Content.6.SP.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
4	Median, mode, and range

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
ELA-Literacy.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.
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA-Literacy.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.3.4.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.5.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
ELA-Literacy.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.
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA-Literacy.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.4.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
W.5.2.e	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA-Literacy.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.
ELA-Literacy.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.5.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
ELA-Literacy.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.
ELA-Literacy.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.
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
L.1.2.d	Recognize end punctuation
L.1.2.e	Name end punctuation
L.1.2.f	Use end punctuation for sentences
ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.a	Use singular and plural nouns with matching verbs in basic sentences
L.1.1.k	Use personal, possessive, and indefinite pronouns
L.1.1.l	Use determiners
L.1.5.c	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.c	Capitalize dates and names of people

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
L.2.2.b	Capitalize product names
L.2.2.d	Capitalize appropriate words in titles
L.2.1.s	Produce, expand, and rearrange simple and compound sentences
L.2.1.k	Recognize inappropriate shifts in verb tense
L.2.1.v	Continue to use personal, possessive, and indefinite pronouns
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.e	Use correct capitalization
L.2.1.l	Explain the function of adjectives
L.2.1.m	Accurately choose which to use–adjective or adverb
L.2.1.p	Accurately choose which to use–adjective or adverb
L.2.2.m	Use quotation marks in dialogue
L.2.2.h	Use an apostrophe to form contractions

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

Alignment ID	Alignment Text
L.2.1.a	Ensure subject/verb agreement
L.2.1.b	Explain the function of nouns
L.2.1.u	Explain the function of pronouns
L.2.1.g	Form and use regular and irregular verbs
L.2.1.h	Form and use simple verb tenses
L.2.1.i	Form and use the perfect verb tenses
L.2.1.j	Convey sense of various times, sequences
L.2.5.a	Distinguish shades of meaning among closely related verbs and closely related adjectives.

Success With Workbooks State Standards

0545201055   Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
L.3.2.a	Capitalize holidays
L.3.2.e	Use correct capitalization
L.3.1.k	Recognize inappropriate shifts in verb tense
L.3.1.m	Accurately choose which to use–adjective or adverb
L.3.1.p	Accurately choose which to use–adjective or adverb
L.3.1.x	Correctly use a, an, and the
L.3.1.u	Explain the function of pronouns
L.3.1.v	Continue to use personal, possessive, and indefinite pronouns
L.3.1.w	Use reflexive pronouns
L.3.1.s	Produce, expand, and rearrange simple and compound sentences
L.3.2.h	Use an apostrophe to form contractions
L.3.2.i	Use an apostrophe to form frequently occurring possessives
L.3.2.l	Form and use possessives

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.f	Use commas to separate single words in a series
L.3.2.g	Use commas in greetings and closings of letters
L.3.2.j	Use commas in addresses
L.3.2.k	Use commas in dialogue
L.3.2.m	Use quotation marks in dialogue
L.3.1.h	Form and use simple verb tenses
L.3.1.j	Convey sense of various times, sequences

0545201047   Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
L.4.1.o	Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
L.4.1.k	Continue to use coordinating and subordinating conjunctions
L.4.1.p	Produce, expand, and rearrange simple, compound, and complex sentences
L.4.1.v	Explain the function of phrases and clauses
L.4.2.g	Use a comma before a coordinating conjunction in a compound sentence
L.4.1.h	Recognize and correct inappropriate shifts in verb tense
L.4.1.g	Convey sense of various times, sequences, states, and conditions
L.4.1.j	Order adjectives within sentences according to conventional patterns
L.4.1.q	Form and use prepositional phrases
L.4.2.e	Continue to use commas in dialogue
L.4.2.f	Continue to use quotation marks in dialogue
L.4.2.h	Use commas and quotations to mark direct speech and quotations from a text

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.4.2.m	Use underlining, quotation marks, or italics to indicate titles of works
L.4.1.i	Form and use comparative and superlative adjectives and accurately choose which to use–adjective or adverb
L.4.1.m	Form and use comparative and superlative adverbs
L.4.1.n	Use relative adverbs

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
L.5.1.o	Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
L.5.1.k	Continue to use coordinating and subordinating conjunctions
L.5.1.p	Produce, expand, and rearrange simple, compound, and complex sentences
L.5.1.v	Explain the function of phrases and clauses
L.5.1.h	Recognize and correct inappropriate shifts in verb tense
L.5.1.e	Use modal auxiliaries (such as may or must)
L.5.1.f	Form and use the perfect verb tenses
L.5.1.g	Convey sense of various times, sequences, states, and conditions
L.5.1.r	Ensure pronoun-antecedent agreement
L.5.1.s	Use relative pronouns
W.5.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
L.5.2.f	Continue to use quotation marks in dialogue

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.5.2.m	Use underlining, quotation marks, or italics to indicate titles of works
L.5.1.q	Form and use prepositional phrases
L.5.2.e	Continue to use commas in dialogue
L.5.2.g	Use a comma before a coordinating conjunction in a compound sentence
L.5.2.h	Use commas and quotations to mark direct speech and quotations from a text
L.5.2.i	Use a comma to separate an introductory element from the rest of a sentence
L.5.2.j	Use a comma to set off the words yes and no
L.5.2.k	Use a comma to set off a tag question from the rest of the sentence
L.5.2.l	Use a comma to indicate a direct address
L.5.1.i	Form and use comparative and superlative adjectives and accurately choose which to use–adjective or adverb
L.5.1.j	Order adjectives within sentences according to conventional patterns
L.5.1.m	Form and use comparative and superlative adverbs
L.5.1.n	Use relative adverbs

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
NC.4.NBT.4	Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.
Math.Content.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
NC.4.OA.1	Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
Math.Content.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
Math.Content.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Math.Content.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.
Math.Content.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
2	Multiplication and division of multi-digit numbers

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
1	Whole number computation
NC.5.NBT.7.i	Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
Math.Content.5.MD.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.
NC.5.OA.2.ii	Commutative, associative and distributive properties.
NC.5.NBT.5	Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm.
Math.Content.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
NC.5.NBT.7.iii	Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths.
Math.Content.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Math.Content.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
Math.Content.1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
NC.1.OA.2	Represent and 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 the unknown number.
Math.Content.1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NC.1.OA.1.i	Add to/Take from-Change Unknown
NC.1.OA.1.ii	Put together/Take Apart-Addend Unknown
NC.1.OA.1.iii	Compare-Difference Unknown
Math.Content.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NC.1.OA.9	Demonstrate fluency with addition and subtraction within 10.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.1.NBT.4.i	A two-digit number and a one-digit number
NC.1.NBT.4.ii	A two-digit number and a multiple of 10
Math.Content.1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
2	Single digit addition and subtraction

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
NC.2.NBT.1.iii	Compose and decompose numbers using various groupings of hundreds, tens, and ones.
2	Place value
NC.2.OA.1.i.a	Add to/Take from-Start Unknown
NC.2.OA.1.i.b	Compare-Bigger Unknown
NC.2.OA.1.i.c	Compare-Smaller Unknown
NC.2.OA.1.ii.a	Add to/Take from- Change Unknown
NC.2.OA.1.ii.b	Add to/Take from- Result Unknown
NC.2.OA.2	Demonstrate fluency with addition and subtraction, within 20, using mental strategies.
NC.2.NBT.5.i	Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NC.2.NBT.5.iii	Selecting an appropriate strategy in order to efficiently compute sums and differences.
NC.2.NBT.6	Add up to three two-digit numbers using strategies based on place value and properties of operations.
NC.2.NBT.7.ii	Strategies based on place value

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math.Content.2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Math.Content.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.
Math.Content.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
Math.Content.2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
3	Addition and subtraction of multi-digit numbers

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
1	Addition and subtraction of multi-digit numbers

Scholastic Success With Contemporary Cursive: Grades 2–4

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).
RF.4.2	Create readable documents through legible handwriting (cursive).

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
RF.K.2	Print upper- and lowercase letters.
RF.1.2	Print all upper- and lowercase letters legibly.

054520089X   Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
NC.5.NF.3.i	Interpret a fraction as an equal sharing context, where a quantity is divided into equal parts.
NC.5.NF.3.ii	Model and interpret a fraction as the division of the numerator by the denominator.
Math.Content.5.NF.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.
Math.Content.5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
NC.5.NF.3.iii	Solve one-step word problems involving division of whole numbers leading to answers in the form of fractions and mixed numbers, with denominators of 2, 3, 4, 5, 6, 8, 10, and 12, using area, length, and set models or equations.
Math.Content.5.NF.3	Interpret a fraction as division of the numerator by the denominator (
NC.5.NF.1.i	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NC.5.NF.1.ii	Solve one- and two-step word problems in context using area and length models to develop the algorithm. Represent the word problem in an equation.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Math.Content.5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NC.5.NF.4.i	Use area and length models to multiply two fractions, with the denominators 2, 3, 4.
NC.5.NF.4.ii	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and when multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
NC.5.NF.4.iii	Solve one-step word problems involving multiplication of fractions using models to develop the algorithm.
Math.Content.5.NF.4.a	Interpret the product (
Math.Content.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.
Math.Content.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

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

Alignment ID	Alignment Text
Math.Content.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
NC.5.NF.7	Solve one-step word problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions using area and length models, and equations to represent the problem.
Math.Content.5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
Math.Content.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, e.g., by using visual fraction models and equations to represent the problem.
NC.5.NBT.1.i	Explain 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.
NC.5.NBT.1.ii	Explain patterns in products and quotients when numbers are multiplied by 1,000, 100, 10, 0.1, and 0.01 and/or divided by 10 and 100.
NC.5.NBT.3.i	Write decimals using base-ten numerals, number names, and expanded form.
Math.Content.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.
Math.Content.5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

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

Alignment ID	Alignment Text
NC.5.NBT.3.ii	Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Math.Content.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.
Math.Content.5.NBT.4	Use place value understanding to round decimals to any place.
NC.5.NBT.7.i	Add and subtract decimals to thousandths using models, drawings or strategies based on place value.
NC.5.NBT.7.ii	Multiply decimals with a product to thousandths using models, drawings, or strategies based on place value.
NC.5.NBT.7.iii	Divide a whole number by a decimal and divide a decimal by a whole number, using repeated subtraction or area models. Decimals should be limited to hundredths.
Math.Content.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
Math.Content.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
NC.4.NF.6.iii	Represent tenths and hundredths with models, making connections between fractions and decimals.
Math.Content.4.NF.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.
Math.Content.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NC.4.NF.3.ii	Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
NC.4.NF.6.i	Express, model and explain the equivalence between fractions with denominators of 10 and 100.
Math.Content.4.NF.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.
NC.4.NF.1	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
NC.4.NF.2.i	Reasoning about their size and using area and length models.
NC.4.NF.2.ii	Using benchmark fractions 0, ½, and a whole.
NC.4.NF.2.iii	Comparing common numerator or common denominators.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NC.4.NF.3.i	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NC.4.NF.3.iii	Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
NC.4.NF.3.iv	Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.
Math.Content.4.NF.1	Explain why a fraction
Math.Content.4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
Math.Content.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Math.Content.4.NF.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.
Math.Content.4.NF.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.

Success With Workbooks State Standards

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

Alignment ID   Alignment Text

Math.Content.4.NF.5   Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

0545200873   Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
NC.3.OA.3.i	Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
NC.3.OA.3.ii	Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
NC.3.OA.1.ii	Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
NC.3.OA.7.i	Know from memory all products with factors up to and including 10.
NC.3.MD.5	Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.
NC.3.MD.7.i	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.
NC.3.MD.7.iii	Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.
Math.Content.3.MD.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
Math.Content.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by

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

Alignment ID	Alignment Text
Math.Content.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
Math.Content.3.MD.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.
Math.Content.3.MD.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
NC.3.OA.1.i	Interpret the factors as representing the number of equal groups and the number of objects in each group.
NC.3.OA.2.i	Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.
NC.3.OA.2.ii	Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
NC.3.NF.2.i	Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
Math.Content.3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
Math.Content.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

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

Alignment ID	Alignment Text
Math.Content.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math.Content.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NC.3.OA.6	Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.
NC.3.OA.7.ii	Illustrate and explain using the relationship between multiplication and division.
Math.Content.3.OA.6	Understand division as an unknown-factor problem.
NC.3.OA.7.iii	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
Math.Content.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math.Content.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
2	Multiplication and division

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
NC.3.OA.7.ii	Illustrate and explain using the relationship between multiplication and division.
NC.3.OA.1.i	Interpret the factors as representing the number of equal groups and the number of objects in each group.
NC.3.OA.1.ii	Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.
NC.3.OA.2.ii	Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.
NC.3.OA.3.i	Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.
NC.3.OA.3.ii	Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.
NC.3.MD.7.iii	Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.
NC.4.NBT.6	Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.

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

Alignment ID	Alignment Text
Math.Content.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math.Content.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Math.Content.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Math.Content.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NC.4.OA.4.i	Recognize that a whole number is a multiple of each of its factors.
NC.4.OA.4.ii	Determine whether a given whole number is a multiple of a given one-digit number.
NC.4.NF.4.i	Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one.
Math.Content.4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

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Success With Workbooks State Standards

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

Alignment ID	Alignment Text
Math.Content.4.NF.4.a	Understand a fraction
Math.Content.4.NF.4.b	Understand a multiple of
Math.Content.3.OA.5	Apply properties of operations as strategies to multiply and divide.
NC.3.OA.7.i	Know from memory all products with factors up to and including 10.
NC.4.OA.1	Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.
NC.4.NBT.5	Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.
Math.Content.3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
Math.Content.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Math.Content.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

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

Alignment ID   Alignment Text

Math.Content.4.NBT.5   Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit
                         numbers, using strategies based on place value and the properties of operations. Illustrate and explain
                         the calculation by using equations, rectangular arrays, and/or area models.

2   Multiplication and division

Success With Workbooks State Standards

0545200857   Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
NC.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
NC.K.G.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
NC.K.G.3	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.
NC.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
NC.K.G.5.i	Building and drawing triangles, rectangles, squares, hexagons, circles.
Math.Content.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Math.Content.K.G.2	Correctly name shapes regardless of their orientations or overall size.
3	Recognize basic shapes
NC.K.CC.7	Compare two numbers, within 10, presented as written numerals.
Math.Content.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
NC.K.CC.1.i	Counting to 100 by ones.

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
NC.K.CC.2	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
Math.Content.K.CC.1	Count to 100 by ones and by tens.
Math.Content.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
4	Create and extend patterns
5	Sort and classify
NC.K.CC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
NC.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.
Math.Content.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
Math.Content.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.
NC.K.CC.4.i	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence).

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0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
NC.K.CC.4.ii	Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality).
NC.K.CC.5.i	Given a number from 1–20, count out that many objects.
NC.K.CC.5.ii	Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
NC.K.CC.5.iii	Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
NC.K.CC.5.iv	Given 10 objects in a scattered arrangement, identify how many.
NC.K.OA.1.i	Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions.
NC.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Math.Content.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.
Math.Content.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.
Math.Content.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
Math.Content.K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Math.Content.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Math.Content.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
ELA-Literacy.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.1.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.1.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

0545200830   Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ELA-Literacy.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.2.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.2.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

0545200822   Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
ELA-Literacy.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.
ELA-Literacy.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.3.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
RF.3.5.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA-Literacy.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.4.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
W.4.6	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.

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
ELA-Literacy.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.
ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RF.5.5.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.5.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
L.1.2.c	Capitalize dates and names of people
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.d	Recognize end punctuation
L.1.2.e	Name end punctuation
L.1.2.f	Use end punctuation for sentences
L.1.1.b	Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)
L.1.1.d	Form frequently occurring verbs
SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
L.1.1.l	Use determiners
L.1.5.c	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
L.2.2.e	Use correct capitalization
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.1.b	Explain the function of nouns
L.2.1.l	Explain the function of adjectives
L.2.1.m	Accurately choose which to use–adjective or adverb
L.2.1.p	Accurately choose which to use–adjective or adverb
L.2.1.n	Explain the function of conjunctions
L.2.1.s	Produce, expand, and rearrange simple and compound sentences
L.2.2.f	Use commas to separate single words in a series
L.2.1.g	Form and use regular and irregular verbs
L.2.1.h	Form and use simple verb tenses
L.2.1.i	Form and use the perfect verb tenses

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

Alignment ID	Alignment Text
L.2.1.j	Convey sense of various times, sequences
L.2.1.k	Recognize inappropriate shifts in verb tense
L.2.5.a	Distinguish shades of meaning among closely related verbs and closely related adjectives.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
L.3.1.b	Explain the function of nouns
L.3.1.e	Explain the function of verbs
L.3.1.l	Explain the function of adjectives
L.3.1.q	Explain the function of adverbs
L.3.1.u	Explain the function of pronouns
L.3.2.e	Use correct capitalization
L.3.1.n	Explain the function of conjunctions
L.3.1.s	Produce, expand, and rearrange simple and compound sentences
L.3.1.m	Accurately choose which to use–adjective or adverb
L.3.1.p	Accurately choose which to use–adjective or adverb
W.3.3.c	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Alignment ID	Alignment Text
L.3.2.m	Use quotation marks in dialogue
W.3.2.c	Develop the topic with facts, definitions, and details.

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
L.4.1.v	Explain the function of phrases and clauses
L.4.1.w	Recognize independent and dependent phrases and clauses
L.4.2.d	Continue to use commas in addresses
L.4.2.g	Use a comma before a coordinating conjunction in a compound sentence
L.4.2.i	Use a comma to separate an introductory element from the rest of a sentence
L.4.2.j	Use a comma to set off the words yes and no
L.4.2.k	Use a comma to set off a tag question from the rest of the sentence
L.4.2.l	Use a comma to indicate a direct address
L.4.1.p	Produce, expand, and rearrange simple, compound, and complex sentences
L.4.1.o	Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W.4.1.e	Provide a concluding statement or section related to the opinion presented.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
W.4.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
W.4.2.d	Link ideas within categories of information using words and phrases.
W.4.2.f	Provide a concluding statement or section related to the information or explanation presented.
L.4.1.i	Form and use comparative and superlative adjectives and accurately choose which to use–adjective or adverb
L.4.1.j	Order adjectives within sentences according to conventional patterns
L.4.1.e	Use modal auxiliaries (such as may or must)
L.4.1.g	Convey sense of various times, sequences, states, and conditions
W.4.3.c	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.e	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.e	Continue to use commas in dialogue
L.4.2.f	Continue to use quotation marks in dialogue

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.4.2.h	Use commas and quotations to mark direct speech and quotations from a text
L.4.2.m	Use underlining, quotation marks, or italics to indicate titles of works
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
L.5.1.r	Ensure pronoun-antecedent agreement
L.5.2.d	Continue to use commas in addresses
L.5.2.g	Use a comma before a coordinating conjunction in a compound sentence
L.5.2.i	Use a comma to separate an introductory element from the rest of a sentence
L.5.2.j	Use a comma to set off the words yes and no
L.5.2.k	Use a comma to set off a tag question from the rest of the sentence
L.5.2.l	Use a comma to indicate a direct address
L.5.1.w	Recognize independent and dependent phrases and clauses
L.5.1.k	Continue to use coordinating and subordinating conjunctions
L.5.1.o	Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
W.5.2.f	Provide a concluding statement or section related to the information or explanation presented.
W.5.3.f	Provide a conclusion that follows from the narrated experiences or events.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.5.1.e	Provide a concluding statement or section related to the opinion presented.
W.5.2.c	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.1.f	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
W.5.2.g	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
W.5.3.g	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
W.5.3.c	Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
L.5.2.e	Continue to use commas in dialogue
L.5.2.f	Continue to use quotation marks in dialogue
L.5.2.h	Use commas and quotations to mark direct speech and quotations from a text

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

Alignment ID   Alignment Text

L.5.1.p   Produce, expand, and rearrange simple, compound, and complex sentences

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).
RF.4.2	Create readable documents through legible handwriting (cursive).

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
RF.K.2	Print upper- and lowercase letters.
RF.1.2	Print all upper- and lowercase letters legibly.

0545201128   Scholastic Success With Sight Words

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
RF.K.4.c	Read common high-frequency words by sight.
RF.K.4.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
2-LDC-10p	Identify their name and the names of some friends when they see them in print.
2-LDC-12i	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.