Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
LA 0.1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.1.d	Demonstrate understanding that words are made up of letters
LA 0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)
LA 0.1.3.a	Identify upper and lower case letters
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
LL.05.2.1	Identifies some letters and numbers
LL.05.4	Child recognizes words as a unit of print and understands letters form words
LL.06.2.1	Identifies some letters and numbers
R.LA 0.1.1.d	Demonstrate understanding that words are made up of letters
R.LA 0.1.1.e	Identify parts of a book
R.LA 0.1.3.a	Identify upper and lower case letters
W.LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
5.1.2	Identifies some letters and numbers

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
6.2.1	Identifies some letters and numbers
LL.04.1	Children begin to understand that books are comprised of written words.
LL.03.1	Children begin to demonstrate basic knowledge of letter-sound correspondence.
LL.05.1	Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds.
LL.05.2	Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.

Success With Workbooks State Standards

0545200938	Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
MA 0.2.1.a	Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)
M.03.1.1	Describes patterns in the environment and daily routine
GM.MA 0.2.1.a	Sort and name two-dimensional shapes (square, circle, rectangle, triangle)
2.1.1	Learns about shapes
M.02.1	Children begin to identify sides and angles as distinct parts of shapes.
M.01.1.1	Uses one-to-one matching (correspondence)
MA 0.1.1.g	Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition.
MA 0.1.1.a	Count, read and write numbers 0 – 20
MA 0.1.1.b	Count objects using one-to-one correspondence 0 – 20
MA 0.1.1.d	Match numerals to the quantities they represent 0 – 20, using a variety of models and representations
MA 0.1.1.e	Demonstrate and identify multiple equivalent representations for numbers 1 – 10 (e.g., 10 is 1 and 9; 10 is 6 and 4)
M.01.1.2	Distinguishes between numbers and letters

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.01.1.3	Identifies written numerals
M.01.3.1	Counts, in order, up to ten or higher
M.01.3.2	Counts all types of objects; plays with counting forward or backward
NS.MA 0.1.1.b	Count objects using one-to-one correspondence 0-20
NS.MA 0.1.1.d	Match numerals to the quantities they represent 0-20, using a variety of models and representations
NS.MA 0.1.1.e	Demonstrate and identify multiple equivalent representations for numbers 1-10 (e.g., 10 is 1 and 9, 10 is 6 an 4)
A.MA 0.3.2.a	Model situations that involve the addition and subtraction of whole numbers 0-10 using objects
A.MA 0.3.3.a	Use objects to solve addition and subtraction of whole numbers 0 – 10
M.01.1	Children begin to count to answer "how many" questions.
MA 0.1.1.f	Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)
M.01.3.3	Can judge whether groups of up to five objects contain the same number of objects
NS.MA 0.1.1.f	Demonstrate relative position of whole numbers 0-10 (e.g., 5 is between 3 and 10; 7 is greater than 3)

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.01.2	Later, children begin to compare two numbers between 1 and 5 in written form (e.g., 4 is more than 2).
M.02.1.3	Combines different shapes to make representations or patterns
M.03.1.2	Begins to recognize duplicates and extends simple patterns using a variety of materials
2.1.3	Combines different shapes to make representations or patterns
MA 0.1.1.h	Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
MA 0.1.1.i	Compare the value of two written numerals between 1 and 10.
MA 0.1.1.c	Sequence objects using ordinal numbers (first through fifth)
M.01.2.1	Begins to learn sequences of events in time (first, next, last)
NS.MA 0.1.1.a	Count, read and write numbers 0-20
NS.MA 0.1.1.c	Sequence objects using ordinal numbers (first through fifth)
M.04.2	Later, children begin to use ordinal numbers to describe objects and activities.
MA 0.3.3.a	Describe measurable attributes of real-world objects (e.g., length or weight).
MA 0.3.3.b	Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter).

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
MA 0.2.5.d	Compare objects according to length
M.03.2.2	Recognizes that different types of measurement can be made (height, length, weight)
GM.MA 0.2.5.d	Compare objects according to length
3.2.2	Recognizes that different types of measurement can be made (height, length, weight, etc.)
M.03.2	Later, children begin to order 3 objects by size (e.g., longest to shortest).
MA 0.3.2.a	Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between).
MA 0.2.4.a	Demonstrate positional words (e.g., above/below, near/far, over/ under, in/out, down/up, around/through)
M.02.2.2	Uses words that describe the relative position of things
GM.MA 0.2.4.a	Demonstrate positional words. (e.g., above/below, near/far, over/under, in/out, down/up, around/through)
MA 0.3.1.c	Compare and analyze two- and three-dimensional shapes, with different sizes and orientations to describe their similarities, differences, parts (e.g., number "corners"/vertices), and other attributes (e.g., sides of equal length).
MA 0.4.1.c	Compare the attributes of the data (e.g., most, least, same)

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.03.1	Children begin to understand that attributes can be compared.
MA 0.4.2.a	Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)
MA 0.3.1.a	Sort by color, shape, or size
MA 0.3.1.b	Create own rule for sorting other than color, shape, and size
MA 0.4.1.a	Sort and classify objects according to an attribute (e.g., size, color, shape)
MA 0.4.1.b	Identify the attributes of sorted data
R.LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories
M.02.1.1	Classifies and sorts different shapes
M.02.1.2	Recognizes and names simple shapes in various sizes and positions
A.MA 0.3.1.a	Sort by color, shape, or size
A.MA 0.3.1.b	Create own rule for sorting other than color shape, and size
2.1.2	Classifies and sorts different shapes

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.02.2	Later, children begin to group similar objects together and provide rationale for groupings.
LL.06.4	Child recognizes that letters represent sounds
LA 0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)
LL.05.3	Child understands that each spoken word can be written down and read
R.LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (matching letters to sounds while writing)
LA 0.1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.1.d	Demonstrate understanding that words are made up of letters
LA 0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)
LA 0.1.3.a	Identify upper and lower case letters
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
LL.05.2.1	Identifies some letters and numbers
LL.05.4	Child recognizes words as a unit of print and understands letters form words
LL.06.2.1	Identifies some letters and numbers

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
R.LA 0.1.1.d	Demonstrate understanding that words are made up of letters
R.LA 0.1.1.e	Identify parts of a book
R.LA 0.1.3.a	Identify upper and lower case letters
W.LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
6.2.1	Identifies some letters and numbers
LL.04.1	Children begin to understand that books are comprised of written words.
LL.03.1	Children begin to demonstrate basic knowledge of letter-sound correspondence.
LL.05.1	Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds.
LL.05.2	Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.
LA 0.1.2.c	Identify and produce oral rhymes.
LA 0.1.2.b	Identify and produce oral rhymes
LL.03.1.1	Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems
R.LA 0.1.2.b	Identify and produce oral rhymes

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
3.1.1	Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems

054520092X   Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
LL.05.2.1	Identifies some letters and numbers
LL.06.2.1	Identifies some letters and numbers
5.1.2	Identifies some letters and numbers
6.2.1	Identifies some letters and numbers
LA 0.1.2.c	Identify and produce oral rhymes.
LA 0.1.2.b	Identify and produce oral rhymes
LA 0.1.3.f	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written
LL.03.1.1	Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems
LL.03.2.1	Identifies words that begin with the same sound (alliteration)
LL.03.3.2	Isolates beginning and ending sounds of printed or spoken words
R.LA 0.1.2.b	Identify and produce oral rhymes
R.LA 0.1.2.f	Blend phonemes in spoken words (beginning, middle, and ending sounds; recognize same sounds in different words)

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
R.LA 0.1.2.g	Segment phonemes in spoken words (beginning, middle, and end sounds; recognize same sounds in different words)
3.1.1	Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems
3.2.1	Identifies words that begin with the same sound
LA 0.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
LA 0.1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
R.LA 0.1.5.c	Develop awareness of context clues that may be used to infer the meaning of unknown words
LL.02.2	Later, children begin to use increasing variety and specificity of words to communicate their thoughts and ideas.
LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list
LL.05.2.3	"Reads" familiar environmental print such as logos, posters, signs
5.1.4	"Reads" familiar environmental print (logos, posters, signs, etc.)
LA 0.1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
LA 0.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
LA 0.1.5.e	With adult guidance, determine word meaning using reference materials and classroom resources.
LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)
R.LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list
R.LA 0.1.3.e	Recognize known words in connected text (big book, environmental print, class list, labels)
R.LA 0.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations
R.LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories
R.LA 0.1.5.e	Determine word meaning using reference materials and classroom resources

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
LA 0.1.2.c	Identify and produce oral rhymes.
LA 0.1.2.b	Identify and produce oral rhymes
LL.03.1.1	Recognizes matching sounds and rhymes in familiar nursery rhymes, songs, stories and poems
R.LA 0.1.2.b	Identify and produce oral rhymes
3.1.1	Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems
LA 0.1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
LA 0.1.1.d	Demonstrate understanding that words are made up of letters
LA 0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)
LA 0.1.3.a	Identify upper and lower case letters
LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
LA 0.1.3.f	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written
LL.03.2.1	Identifies words that begin with the same sound (alliteration)
LL.03.3.2	Isolates beginning and ending sounds of printed or spoken words
LL.05.2.1	Identifies some letters and numbers
LL.05.3	Child understands that each spoken word can be written down and read
LL.05.4	Child recognizes words as a unit of print and understands letters form words
LL.06.2.1	Identifies some letters and numbers
LL.06.4	Child recognizes that letters represent sounds
R.LA 0.1.1.d	Demonstrate understanding that words are made up of letters
R.LA 0.1.1.e	Identify parts of a book
R.LA 0.1.2.f	Blend phonemes in spoken words (beginning, middle, and ending sounds; recognize same sounds in different words)
R.LA 0.1.2.g	Segment phonemes in spoken words (beginning, middle, and end sounds; recognize same sounds in different words)

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
R.LA 0.1.3.a	Identify upper and lower case letters
R.LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (matching letters to sounds while writing)
R.LA 0.1.3.f	Identify similarities and differences in words (word endings, onset and rime) when spoken or written
3.2.1	Identifies words that begin with the same sound
5.1.2	Identifies some letters and numbers
5.2	Child understands that each spoken word can be written down and read
6.2.1	Identifies some letters and numbers
LL.04.1	Children begin to understand that books are comprised of written words.
LL.03.1	Children begin to demonstrate basic knowledge of letter-sound correspondence.
LL.05.1	Children begin to use drawing, scribbling, and letters as a form of communication. Children begin to recognize that letters make sounds.
LL.05.2	Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
R.LA 0.1.3.a	Identify upper and lower case letters
LL.05.2	Later, children begin to write for a variety of purposes and demonstrate understanding of many print conventions. Children continue to recognize most uppercase and some lowercase letters.
LA 0.1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.3.a	Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
LA 0.1.1.d	Demonstrate understanding that words are made up of letters
LA 0.1.2.c	Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)
LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)
LA 0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)
LL.05.4	Child recognizes words as a unit of print and understands letters form words
LL.06.4	Child recognizes that letters represent sounds
R.LA 0.1.1.d	Demonstrate understanding that words are made up of letters

Success With Workbooks State Standards

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
R.LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (matching letters to sounds while writing)
LL.04.1	Children begin to understand that books are comprised of written words.
LL.03.1	Children begin to demonstrate basic knowledge of letter-sound correspondence.
LL.03.2	Later, children begin to identify, blend, and segment syllables in spoken words.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
MA 1.4.1.a	Sort and classify objects by more than one attribute
MA 1.1.1.e	Demonstrate that decade numbers represent a number of tens and 0 ones (e.g., 50 = 5 tens and 0 ones).
MA 1.1.1.a	Count, read, and write numbers 0 – 100
MA 1.1.1.i	Compare and order whole numbers 0 – 100
MA 1.1.1.g	Connect number words to the quantities they represent 0 – 20
MA 1.3.1.a	Determine defining and non-defining attributes of two-dimensional shapes; build and draw shapes that match the given definition.
MA 1.2.1.a	Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)
MA 1.2.1.b	Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)
MA 1.2.4.b	Sketch two-dimensional shapes (e.g., square, circle, rectangle, triangle)
MA 1.2.1.c	Find numerical patterns to make connections between counting and addition and subtraction (e.g., adding two is the same as counting on two).
MA 1.3.1.c	Identify, describe, and extend patterns (e.g., patterns with a repeating core)

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 1.1.1.b	Count by multiples of 2 up to 50
MA 1.1.1.c	Count by multiples of 5 up to 100
MA 1.1.1.d	Count by multiples of 10 up to 100
MA 1.1.2.e	Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.
MA 1.1.2.b	Use objects, drawings, words, and symbols to explain addition as parts of a whole
MA 1.1.2.c	Use objects, drawings, words, and symbols to explain subtraction as a separation action
MA 1.1.2.d	Use drawings, words, and symbols to explain subtraction as finding part of a whole
MA 1.1.3.d	Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)
MA 1.1.3.c	Add and subtract two-digit numbers without regrouping
MA 1.1.2.a	Fluently (i.e., automatic recall based on understanding) add and subtract within 10.

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

Alignment ID	Alignment Text
MA 1.2.2.a	Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$; using the commutative property to count on $2 + 6 = 6 + 2$; and using the associative property to make 10, $5 + 3 + 7 = 5 + (3 + 7) = 5 + 10$).
MA 1.2.3.a	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
MA 1.2.3.b	Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.
MA 1.2.3.c	Create a real-world problem to represent a given equation involving addition and subtraction within 20.
MA 1.1.3.a	Fluently add whole number sums up to 10
MA 1.1.3.b	Fluently subtract whole number differences from 10
MA 1.3.3.a	Identify, name, and understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones, and solve real-world problems involving dimes and pennies, using ¢ symbol appropriately (e.g., If you have four dimes and two pennies, how many cents do you have?).
MA 1.2.5.a	Count like coins to $1.00

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

Alignment ID	Alignment Text
MA 1.2.5.e	Measure length using inches
MA 1.3.3.d	Order three objects by directly comparing their lengths, or indirectly by using a third object.
MA 1.2.5.f	Compare and order objects according to length
MA 1.4.1.d	Compare and interpret information from displayed data (e.g., more, less, fewer)
MA 1.3.1.b	Decompose circles and rectangles into two and four equal parts, using the terms "halves", "fourths" and "quarters", and use the phrases "half of", "fourths of", and "quarter of".
MA 1.3.3.b	Tell and write time to the half hour and hour using analog and digital clocks.
MA 1.2.5.d	Select an appropriate tool for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)
MA 1.2.5.b	Identify time to the half hour
MA 1.2.5.c	Identify past, present, and future as orientation in time

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
MA 2.1.1.a	Read and write numbers 0 – 1,000 (e.g., count numbers from 400 – 500; write numbers from 400 – 500)
MA 2.1.1.f	Compare and order whole numbers 0 – 1,000
MA 2.1.1.g	Demonstrate relative position of whole numbers 0 – 1,000 (e.g., 624 is between 600 and 700; 593 is greater than 539)
MA 2.2.2.b	Compare whole numbers using location on a horizontal number line
MA 2.1.1.c	Demonstrate that each digit of a three-digit number represents amounts of hundreds, tens and ones (e.g., 387 is 3 hundreds, 8 tens, 7 ones).
MA 2.1.1.d	Demonstrate that 100 represents a group of ten tens.
MA 2.1.1.e	Compare two three-digit numbers by using symbols <, =, and > and justify the comparison based on the meanings of the hundreds, tens, and ones.
MA 2.1.2.b	Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.
MA 2.1.2.e	Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.
MA 2.3.1.a	Recognize and draw shapes having a specific number of angles, faces, or other attributes, including triangles, quadrilaterals, pentagons, and hexagons.

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

Alignment ID	Alignment Text
MA 2.2.1.c	Compare two-dimensional shapes (e.g., trapezoid, parallelogram)
MA 2.2.1.d	Identify solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)
MA 2.2.3.b	Draw a line of symmetry in two-dimensional shapes
MA 2.2.4.a	Sketch two-dimensional shapes (e.g., trapezoid, parallelogram)
MA 2.1.2.d	Add up to three two-digit numbers using strategies based on place value and understanding of properties.
MA 2.1.3.c	Add and subtract three-digit whole numbers with regrouping
MA 2.1.4.a	Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results
MA 2.1.2.f	Use addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total (e.g., 3 + 3 + 3 = 9).
MA 2.2.1.a	Identify a group of objects from 0-20 as even or odd by counting by 2's or by showing even numbers as a sum of two equal parts.
MA 2.1.2.a	Fluently (i.e. automatic recall based on understanding) add and subtract within 20.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 2.2.3.a	Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.
MA 2.1.3.a	Fluently add whole number facts with sums to 20
MA 2.1.3.b	Fluently subtract whole number facts with differences from 20
MA 2.3.3.b	Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.
MA 2.2.5.b	Identify time to 5 minute intervals
MA 2.2.5.c	Identify and use appropriate tools for the attribute being measured (e.g., clock, calendar, thermometer, scale, ruler)
MA 2.3.3.c	Identify and use appropriate tools for measuring length (e.g., ruler, yardstick, meter stick, and measuring tape).
MA 2.3.3.d	Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.
MA 2.3.3.e	Measure and estimate lengths using inches, feet, centimeters, and meters.
MA 2.3.3.f	Compare the difference in length of objects using inches and feet or centimeters and meters.
MA 2.2.5.d	Measure length using feet and yards

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

Alignment ID	Alignment Text
MA 2.2.5.e	Compare and order objects using inches, feet and yards
MA 2.4.1.a	Create and represent a data set using pictographs and bar graphs to represent a data set with up to four categories.
MA 2.4.2.a	Interpret data using bar graphs with up to four categories. Solve simple comparison problems using information from the graphs.
MA 2.3.1.d	Recognize that equal shares of identical wholes need not have the same shape.
MA 2.1.1.h	Use visual models to represent fractions of one-half as a part of a whole

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
MA 3.1.1.a	Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.
MA 3.1.1.c	Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.
MA 3.4.2.a	Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.
MA 3.4.1.a	Represent data using horizontal and vertical bar graphs
MA 3.4.1.c	Interpret data using horizontal and vertical bar graphs
MA 3.1.2.c	Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.
MA 3.2.1.b	Interpret a multiplication equation as equal groups (e.g., interpret 4×6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.
MA 3.3.1.c	Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.
MA 3.1.2.a	Add and subtract within 1,000 with or without regrouping.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 3.1.2.b	Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).
MA 3.1.3.b	Add and subtract through four-digit whole numbers with regrouping
MA 3.1.2.g	Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.
MA 3.1.3.a	Compute whole number multiplication facts 0 – 10 fluently
MA 3.1.4.a	Estimate the two-digit product of whole number multiplication and check the reasonableness
MA 3.1.1.e	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MA 3.1.1.f	Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.
MA 3.1.1.g	Find parts of a whole and parts of a set using visual representations.
MA 3.1.1.i	Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.
MA 3.1.1.h	Explain and demonstrate how fractions ¼, ½, ¾ and a whole relate to time, measurement, and money, and demonstrate using visual representation.
MA 3.2.5.b	Count mixed coins and bills greater than $1.00

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

Alignment ID	Alignment Text
MA 3.3.3.b	Tell and write time to the minute using both analog and digital clocks.
MA 3.2.5.d	State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)
MA 3.3.3.a	Find the perimeter of polygons given the side lengths, and find an unknown side length.
MA 3.3.3.e	Estimate and measure length to the nearest half inch, quarter inch, and centimeter.
MA 3.2.5.f	Measure length to the nearest ½ inch and centimeter (e.g., requires rounding)
MA 3.2.5.g	Compare and order objects according to length using centimeters and meters
MA 3.2.5.e	Identify the appropriate customary unit for measuring length, weight, and capacity/volume
MA 3.3.3.d	Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).
MA 3.2.5.c	Identify time of day (e.g., am, pm, noon, midnight)
MA 3.3.1.a	Identify the number of sides, angles, and vertices of two-dimensional shapes.
MA 3.3.1.b	Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).
MA 3.2.5.a	Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
MA 4.1.1.a	Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.
MA 4.1.1.d	Classify a number as even or odd
MA 4.1.1.c	Compare and order whole numbers and decimals through the hundredths place (e.g., money)
MA 4.1.1.i	Round a whole number to millions
MA 4.2.2.a	Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)
MA 4.4.2.a	Make predictions based on data to answer questions from tables and bar graphs
MA 4.1.2.a	Add and subtract multi-digit numbers using the standard algorithm.
MA 4.1.2.b	Multiply a four-digit whole number by a one-digit whole number.
MA 4.1.2.c	Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.
MA 4.1.2.h	Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.
MA 4.1.3.c	Multiply two-digit whole numbers

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 4.1.4.a	Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness
MA 4.3.2.a	Model situations that involve the multiplication of whole numbers using number lines and symbols
MA 4.1.3.a	Compute whole number division facts 0 – 10 fluently
MA 4.1.2.d	Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.
MA 4.1.3.d	Divide a three-digit number with one digit divisor with and without a remainder
MA 4.1.1.j	Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.
MA 4.1.1.k	Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).
MA 4.1.1.l	Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.
MA 4.1.2.g	Multiply a fraction by a whole number.
MA 4.4.1.a	Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).
MA 4.1.1.e	Represent a fraction as parts of a whole and/or parts of a set

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

Alignment ID	Alignment Text
MA 4.1.1.f	Use visual models to find equivalent fractions (e.g., 2/4 = 1/2, 2/8 = 1/4, 1 = 2/2 = 5/5, 3/3)
MA 4.1.1.g	Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)
MA 4.1.1.h	Locate fractions on a number line
MA 4.1.2.e	Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.
MA 4.1.2.f	Add and subtract fractions and mixed numbers with like denominators.
MA 4.2.3.b	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.
MA 4.1.1.b	Recognize a digit in one place represents ten times what it represents in the place to its right and 1/10 what it represents in the place to its left.
MA 4.1.3.b	Add and subtract decimals to the hundredths place (e.g., money)
MA 4.3.3.c	Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.
MA 4.2.5.d	Identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)
MA 4.2.5.e	Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units

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

Alignment ID	Alignment Text
MA 4.2.5.g	Compute simple unit conversions for length within a system of measurement
MA 4.2.5.a	Select and use appropriate tools to measure perimeter of polygons
MA 4.3.1.a	Recognize angles as geometric shapes that are formed where two rays share a common endpoint.
MA 4.3.1.b	Classify an angle as acute, obtuse, or right.
MA 4.3.1.g	Sketch angles of a specified measure.
MA 4.2.1.b	Classify an angle as acute, obtuse, and right
MA 4.3.1.c	Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.
MA 4.3.1.d	Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.
MA 4.3.1.e	Identify right triangles.
MA 4.3.1.h	Recognize and draw lines of symmetry in two-dimensional shapes.
MA 4.2.1.a	Identify two- and three-dimensional shapes according to their sides and angle properties
MA 4.2.1.d	Identify the property of congruency when dealing with plane geometric shapes

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
MA 5.1.1.c	Round whole numbers and decimals to any given place.
MA 5.1.1.g	Round whole numbers and decimals to any given place
MA 5.4.1.d	Find the mean, median, mode, and range for a set of whole numbers
MA 5.1.1.f	Identify factors and multiples of any whole number
MA 5.1.2.b	Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.
MA 5.2.3.a	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
MA 5.1.2.c	Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.
MA 5.1.1.a	Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.
MA 5.1.1.b	Compare and order whole numbers, fractions, and decimals through the thousandths place
MA 5.3.1.a	Describe, extend, apply rules, and make generalizations about numeric, and geometric patterns
MA 5.1.1.d	Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)

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

Alignment ID	Alignment Text
MA 5.1.3.c	Multiply decimals
MA 5.1.2.a	Multiply multi-digit whole numbers using the standard algorithm.
MA 5.1.2.g	Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.
MA 5.1.3.a	Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)
MA 5.3.3.a	Recognize that solid figures have volume that is measured in cubic units.
MA 5.3.3.b	Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.
MA 5.2.5.a	Select and use appropriate tools to measure perimeter and angles
MA 5.3.3.c	Generate conversions within the customary and metric systems of measurement.
MA 5.2.5.b	Identify correct unit (customary or metric) to the measurement situation (e.g., distance from home to school; measure length of a room)
MA 5.2.5.c	Estimate and measure length with customary units to the nearest ¼ inch
MA 5.2.5.f	Determine the area of rectangles and squares

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 5.3.1.b	Create and analyze numeric patterns using words, tables, and graphs
MA 5.3.2.a	Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables
MA 5.4.1.b	Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line plots)
MA 5.4.2.a	Make predictions based on data to answer questions from tables, bar graphs, and line plots
MA 5.2.1.a	Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.
MA 5.3.2.b	Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
MA 5.2.2.a	Plot the location of an ordered pair in the first quadrant

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
MA 3.1.1.a	Read, write and demonstrate multiple equivalent representations for numbers up to 100,000 using objects, visual representations, including standard form, word form, expanded form, and expanded notation.
MA 3.1.1.e	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MA 3.1.1.f	Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.
MA 3.1.1.i	Compare and order fractions having the same numerators or denominators using visual representations, comparison symbols, and verbal reasoning.
MA 3.1.1.b	Count by multiples of 5 to 200
MA 3.1.1.c	Count by multiples of 10 to 400
MA 3.1.1.d	Count by multiples of 100 to 1,000
MA 3.1.1.g	Compare and order whole numbers through the thousands
MA 3.1.1.h	Find parts of whole and parts of a set for ½, ⅓, or ¼
MA 3.3.1.a	Identify the number of sides, angles, and vertices of two-dimensional shapes.
MA 3.3.1.b	Sort quadrilaterals into categories (e.g., rhombuses, squares, and rectangles).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 3.3.1.c	Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.
MA 3.3.3.b	Tell and write time to the minute using both analog and digital clocks.
MA 3.3.3.d	Identify and use the appropriate tools and units of measurement, both customary and metric, to solve real-world problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).
MA 3.3.3.e	Estimate and measure length to the nearest half inch, quarter inch, and centimeter.
MA 3.3.3.f	Use concrete and pictorial models to measure areas in square units by counting square units.
MA 3.3.3.h	Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
MA 3.4.2.a	Solve problems and make simple statements about quantity differences (e.g., how many more and how many less) using information represented in pictographs and bar graphs.
MA 3.2.1.b	Identify congruent two-dimensional figures given multiple two-dimensional shapes
MA 3.2.3.a	Draw all possible lines of symmetry in two-dimensional shapes
MA 3.2.5.a	Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)
MA 3.2.5.b	Count mixed coins and bills greater than $1.00

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 3.2.5.c	Identify time of day (e.g., am, pm, noon, midnight)
MA 3.2.5.d	State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)
MA 3.4.1.a	Represent data using horizontal and vertical bar graphs
MA 3.4.1.c	Interpret data using horizontal and vertical bar graphs
MA 3.1.2.a	Add and subtract within 1,000 with or without regrouping.
MA 3.1.2.b	Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).
MA 3.1.2.g	Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.
MA 3.2.2.b	Solve one-step whole number equations involving addition, subtraction, multiplication, or division, including the use of a letter to represent the unknown quantity.
MA 3.1.3.a	Compute whole number multiplication facts 0 – 10 fluently
MA 3.1.3.b	Add and subtract through four-digit whole numbers with regrouping
MA 3.1.3.c	Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 3.1.4.a	Estimate the two-digit product of whole number multiplication and check the reasonableness
MA 3.3.2.a	Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

Success With Workbooks State Standards

0545200652   Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
MA 4.1.1.a	Read, write, and demonstrate multiple equivalent representations for whole numbers up to one million and decimals to the hundredths, using objects, visual representations, standard form, word form, and expanded notation.
MA 4.1.1.k	Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).
MA 4.2.1.b	Generate and analyze a number or shape pattern to follow a given rule, such as y = 3x + 5 is a rule to describe a relationship between two variables and can be used to find a second number when a first number is given.
MA 4.1.1.d	Classify a number as even or odd
MA 4.1.1.e	Represent a fraction as parts of a whole and/or parts of a set
MA 4.1.1.g	Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)
MA 4.1.1.i	Round a whole number to millions
MA 4.3.1.a	Describe, extend, and apply rules about numeric patterns
MA 4.3.1.b	Represent and analyze a variety of patterns using words, tables, and graphs

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 4.3.1.c	Identify and draw points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines, and recognize them in two-dimensional figures.
MA 4.3.1.d	Classify two-dimensional shapes based on the presence or absence of parallel and perpendicular lines, or the presence or absence of specific angles.
MA 4.3.1.e	Identify right triangles.
MA 4.3.1.h	Recognize and draw lines of symmetry in two-dimensional shapes.
MA 4.3.3.b	Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve real-world problems involving time, length, weight, mass, capacity, and volume.
MA 4.3.3.c	Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.
MA 4.2.1.a	Identify two- and three-dimensional shapes according to their sides and angle properties
MA 4.2.1.c	Identify parallel, perpendicular, and intersecting lines
MA 4.2.1.d	Identify the property of congruency when dealing with plane geometric shapes
MA 4.2.5.a	Select and use appropriate tools to measure perimeter of polygons
MA 4.2.5.b	Identify time to the minute on an analog clock
MA 4.2.5.e	Estimate and measure length using customary (nearest ½ inch) and metric (nearest centimeter) units

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 4.2.5.g	Compute simple unit conversions for length within a system of measurement
MA 4.1.2.b	Multiply a four-digit whole number by a one-digit whole number.
MA 4.1.2.c	Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.
MA 4.1.2.d	Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.
MA 4.1.2.e	Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.
MA 4.1.2.f	Add and subtract fractions and mixed numbers with like denominators.
MA 4.1.2.g	Multiply a fraction by a whole number.
MA 4.1.2.h	Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.
MA 4.2.3.b	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.
MA 4.4.2.a	Solve problems involving addition or subtraction of fractions using information presented in line plots.
MA 4.1.2.a	Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e. g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]

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

Alignment ID	Alignment Text
MA 4.1.3.a	Compute whole number division facts 0 – 10 fluently
MA 4.1.3.b	Add and subtract decimals to the hundredths place (e.g., money)
MA 4.1.3.c	Multiply two-digit whole numbers
MA 4.1.3.d	Divide a three-digit number with one digit divisor with and without a remainder
MA 4.1.3.f	Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)
MA 4.1.4.a	Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness
MA 4.2.2.a	Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)
MA 4.3.2.a	Model situations that involve the multiplication of whole numbers using number lines and symbols
MA 4.3.2.b	Describe and model quantitative change involving multiplication (e.g., money doubling)
MA 4.4.1.e	Find the whole number mean for a set of whole numbers

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
MA 5.1.1.a	Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.
MA 5.1.1.c	Round whole numbers and decimals to any given place.
MA 5.1.1.b	Compare and order whole numbers, fractions, and decimals through the thousandths place
MA 5.1.1.f	Identify factors and multiples of any whole number
MA 5.1.1.g	Round whole numbers and decimals to any given place
MA 5.3.1.a	Identify three-dimensional figures including cubes, cones, pyramids, prisms, spheres, and cylinders.
MA 5.3.1.b	Identify faces, edges, and vertices of rectangular prisms.
MA 5.3.1.c	Justify the classification of two-dimensional figures based on their properties.
MA 5.3.3.a	Recognize that solid figures have volume that is measured in cubic units.
MA 5.3.3.b	Use concrete models to measure the volume of rectangular prisms in cubic units by counting cubic units.
MA 5.3.3.c	Generate conversions within the customary and metric systems of measurement.
MA 5.2.1.b	Justify congruence of two-dimensional shapes

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 5.2.1.c	Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)
MA 5.2.5.a	Select and use appropriate tools to measure perimeter and angles
MA 5.2.5.c	Estimate and measure length with customary units to the nearest ¼ inch
MA 5.2.5.f	Determine the area of rectangles and squares
MA 5.4.1.b	Represent the same set of data in different formats (e.g., table, pictographs, bar graphs, line plots)
MA 5.4.2.a	Make predictions based on data to answer questions from tables, bar graphs, and line plots
MA 5.1.2.b	Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.
MA 5.1.3.b	Select, apply and explain the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology)
MA 5.1.2.a	Multiply multi-digit whole numbers using the standard algorithm.
MA 5.1.2.c	Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.
MA 5.1.2.e	Explain division of a whole number by a fraction using models and visual representations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MA 5.1.2.g	Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.
MA 5.1.2.h	Add and subtract fractions and mixed numbers with unlike denominators.
MA 5.1.2.i	Determine the reasonableness of computations involving whole numbers, fractions, and decimals.
MA 5.2.1.a	Form ordered pairs from a rule such as y=2x, and graph the ordered pairs on a coordinate plane.
MA 5.2.3.a	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
MA 5.3.2.b	Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
MA 5.1.3.a	Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)
MA 5.1.3.c	Multiply decimals
MA 5.2.2.a	Plot the location of an ordered pair in the first quadrant
MA 5.4.1.d	Find the mean, median, mode, and range for a set of whole numbers
MA 5.4.3.c	Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
MA 6.1.1.b	Represent non-negative whole numbers using exponential notation.
MA 6.1.1.c	Compare and order rational numbers both on the number line and not on the number line.
MA 6.1.1.d	Convert among fractions, decimals, and percents using multiple representations.
MA 6.1.1.g	Model integers using drawings, words, manipulatives, number lines, and symbols.
MA 6.1.1.h	Compare and order integers and absolute value both on the number line and not on the number line.
MA 6.2.1.b	Recognize and generate equivalent algebraic expressions involving distributive property and combining like terms.
MA 6.1.1.a	Show equivalence among common fractions, decimals and percents
MA 6.3.2.e	Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area.
MA 6.4.2.b	Compare and interpret data sets based upon their graphical representations (e.g., center, spread, and shape).
MA 6.2.1.a	Justify the classification of three dimensional objects
MA 6.2.4.a	Identify two-dimensional drawings of three-dimensional objects
MA 6.2.5.a	Estimate and measure length with customary and metric units to the nearest 1/16 inch and mm

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

Alignment ID	Alignment Text
MA 6.2.5.b	Measure volume/capacity using the metric system
MA 6.2.5.c	Convert length, weight (mass), and liquid capacity from one unit to another within the same system
MA 6.2.5.d	Determine the perimeter of polygons
MA 6.2.5.e	Determine the area of parallelograms and triangles
MA 6.4.1.a	Represent data using stem and leaf plots, histograms, and frequency charts
MA 6.4.1.b	Compare and interpret data sets and their graphical representations
MA 6.1.2.c	Divide multi-digit whole numbers using the standard algorithm.
MA 6.1.2.d	Add, subtract, multiply, and divide decimals using the standard algorithms.
MA 6.1.2.e	Estimate and check reasonableness of answers using appropriate strategies and tools.
MA 6.2.3.c	Solve real-world problems involving percents of numbers.
MA 6.3.2.a	Identify the ordered pair of a given point in the coordinate plane.
MA 6.3.2.b	Plot the location of an ordered pair in the coordinate plane.
MA 6.3.2.d	Draw polygons in the coordinate plane given coordinates for the vertices.
MA 6.4.2.c	Find and interpret the mean, median, mode, and range for a set of data.

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

Alignment ID	Alignment Text
MA 6.4.2.d	Compare the mean, median, mode, and range from two sets of data.
MA 6.1.2.a	Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions
MA 6.1.2.b	Use drawings, words, and symbols to explain the meaning of addition and subtraction of decimals
MA 6.1.3.b	Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil, technology, divisibility rules)
MA 6.2.2.a	Identify the ordered pair of a plotted point in the coordinate plane
MA 6.4.1.c	Find the mean, median, mode, and range for a set of data
MA 6.4.1.d	Compare the mean, median, mode, and range from two sets of data

0545201039   Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
LA 3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).
LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.
LA 3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
LA 3.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
LA 3.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
LA 3.4.1.a	Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
LA 3.1.6.a	Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension
LA 3.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
LA 3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
LA 3.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)
LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation
LA 3.1.6.p	Respond to text verbally, in writing, or artistically
LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
LA 3.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)
LA 3.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
LA 4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).
LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
LA 4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
LA 4.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
LA 4.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
LA 4.4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
LA 4.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
LA 4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
LA 4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
LA 4.1.6.e	Retell and summarize the main idea from informational text using supporting details
LA 4.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA 4.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
LA 4.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
LA 4.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text
LA 4.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)
LA 4.1.6.o	Use examples and details in a text to make inferences about a story or situation
LA 4.1.6.p	Respond to text verbally, in writing, or artistically
LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

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

Alignment ID	Alignment Text
LA 4.1.5.c	Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
LA 4.1.5.d	Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
LA 4.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
LA 5.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 5.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
LA 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
LA 5.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.

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

Alignment ID	Alignment Text
LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
LA 5.4.1.a	Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
LA 5.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
LA 5.1.6.e	Summarize and analyze the main idea from informational text using supporting details
LA 5.1.6.f	Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA 5.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
LA 5.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
LA 5.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
LA 5.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
LA 5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text

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

Alignment ID	Alignment Text
LA 5.1.6.p	Respond to text verbally, in writing, or artistically
LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
LA 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA 5.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
LA 5.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
LA 6.1.6.c	Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme
LA 6.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 6.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA 6.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
LA 6.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
LA 6.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text.
LA 6.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
LA 6.4.1.a	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
LA 6.1.6.a	Explain how author's purpose and perspective affect the meaning and reliability of the text

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

Alignment ID	Alignment Text
LA 6.1.6.e	Summarize, analyze, and synthesize informational text using main idea and supporting details
LA 6.1.6.f	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA 6.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
LA 6.1.6.h	Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)
LA 6.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources
LA 6.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
LA 6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
LA 6.1.6.p	Respond to text verbally, in writing, or artistically
LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

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

Alignment ID	Alignment Text
LA 6.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures
LA 6.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)

0545201071   Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
LA 1.1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
LA 1.1.1.g	Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)
LA 1.2.1.h	With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
LA 1.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
LA 1.2.1.f	Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark)

0545201063   Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
LA 2.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
LA 2.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).
LA 2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).

0545201055   Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
LA 3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).
LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
LA 4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
LA 5.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
LA 5.1.3.a	Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
MA 4.1.3.b	Add and subtract decimals to the hundredths place (e.g., money)
MA 4.1.2.a	Add and subtract multi-digit numbers using the standard algorithm.
MA 4.1.2.b	Multiply a four-digit whole number by a one-digit whole number.
MA 4.1.2.c	Multiply a two-digit whole number by a two-digit whole number using the standard algorithm.
MA 4.1.2.g	Multiply a fraction by a whole number.
MA 4.1.2.h	Determine the reasonableness of whole number products and quotients in real-world problems using estimation, compatible numbers, mental computations, or other strategies.
MA 4.1.3.c	Multiply two-digit whole numbers
MA 4.1.4.a	Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness
MA 4.3.2.a	Model situations that involve the multiplication of whole numbers using number lines and symbols
MA 4.3.2.b	Describe and model quantitative change involving multiplication (e.g., money doubling)
MA 4.1.3.a	Compute whole number division facts 0 – 10 fluently
MA 4.1.2.d	Divide up to a four-digit whole number by a one-digit divisor with and without a remainder.

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

Alignment ID   Alignment Text

MA 4.1.3.d   Divide a three-digit number with one digit divisor with and without a remainder

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
MA 5.1.3.a	Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)
MA 5.3.3.b	Use symbolic representations of the associative property (e.g., $(2 + 3) + 4 = 2 + (3 + n)$, $(2 * 3) * 4 = 2 * (3 * n)$)
MA 5.1.2.c	Use words and symbols to explain the distributive property of multiplication over addition (e.g., $5 (y + 2) = 5y + 5 \times 2$)
MA 5.1.2.a	Multiply multi-digit whole numbers using the standard algorithm.
MA 5.1.3.c	Multiply decimals
MA 5.1.2.g	Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.
MA 5.1.3.d	Divide a decimal by a whole number
MA 5.1.2.b	Divide four-digit whole numbers by a two-digit divisor, with and without remainders using the standard algorithm.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
MA 1.1.2.b	Add and subtract within 20, using a variety of strategies (e.g., count on to make a ten).
MA 1.1.3.d	Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper-pencil)
MA 1.2.2.a	Decompose numbers and use the commutative and associative properties of addition to develop addition and subtraction strategies including (making 10's and counting on from the larger number) to add and subtract basic facts within 20 (e.g., decomposing to make 10, $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$; using the commutative property to count on $2 + 6 = 6 + 2$; and using the associative property to make 10, $5 + 3 + 7 = 5 + (3 + 7) = 5 + 10$).
MA 1.2.3.b	Solve real-world problems that include addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol to represent the unknown number in the problem.
MA 1.2.3.c	Create a real-world problem to represent a given equation involving addition and subtraction within 20.
MA 1.1.2.a	Fluently (i.e., automatic recall based on understanding) add and subtract within 10.
MA 1.1.2.e	Add within 100, which may include adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten using concrete models, drawings, and strategies which reflect understanding of place value.

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

Alignment ID	Alignment Text
MA 1.2.3.a	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem).
MA 1.1.3.a	Fluently add whole number sums up to 10
MA 1.1.3.b	Fluently subtract whole number differences from 10
MA 1.1.3.c	Add and subtract two-digit numbers without regrouping

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
MA 2.1.3.b	Fluently subtract whole number facts with differences from 20
MA 2.1.1.d	Demonstrate that 100 represents a group of ten tens.
MA 2.1.2.a	Fluently (i.e. automatic recall based on understanding) add and subtract within 20.
MA 2.1.2.b	Add and subtract within 100 using strategies based on place value, including the standard algorithm, properties of operations, and/or the relationship between addition and subtraction.
MA 2.1.2.d	Add up to three two-digit numbers using strategies based on place value and understanding of properties.
MA 2.1.2.e	Add and subtract within 1000, using concrete models, drawings, and strategies, which reflect understanding of place value and properties of operations.
MA 2.2.3.a	Solve real-world problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions and equations.
MA 2.1.3.a	Fluently add whole number facts with sums to 20
MA 2.1.3.c	Add and subtract three-digit whole numbers with regrouping
MA 2.1.3.d	Use a variety of methods and tools to compute sums and differences (e.g., models, mental computation, paper–pencil)

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

Alignment ID   Alignment Text

MA 2.1.4.a   Estimate the results of two-digit whole number sums and differences and check the reasonableness of such results

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
MA 3.1.2.a	Add and subtract within 1,000 with or without regrouping.
MA 3.1.2.b	Select and apply the appropriate methods of computation when solving one- and two- step addition and subtraction problems with four-digit whole numbers through the thousands (e.g., visual representations, mental computation, paper-pencil).
MA 3.1.3.b	Add and subtract through four-digit whole numbers with regrouping

0545200911   Scholastic Success With Contemporary Cursive: Grades 2–4

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
LA 4.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
LA 3.2.1.g	Write legibly in cursive

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Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
W.LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
MA 5.1.2.e	Explain division of a whole number by a fraction using models and visual representations.
MA 5.1.2.f	Interpret a fraction as division of the numerator by the denominator.
MA 5.1.1.d	Recognize and generate equivalent forms of commonly used fractions, decimals, and percents (e.g., one third, one fourth, one half, two thirds, three fourths)
MA 5.1.2.h	Add and subtract fractions and mixed numbers with unlike denominators.
MA 5.2.3.a	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.
MA 5.1.2.c	Multiply a whole number by a fraction or a fraction by a fraction using models and visual representations.
MA 5.1.2.d	Divide a unit fraction by a whole number and a whole number by a unit fraction.
MA 5.1.1.a	Determine multiple equivalent representations for whole numbers and decimals through the thousandths place using standard form, word form, and expanded notation.
MA 5.1.1.b	Compare and order whole numbers, fractions, and decimals through the thousandths place
MA 5.1.1.c	Round whole numbers and decimals to any given place.
MA 5.1.1.g	Round whole numbers and decimals to any given place

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

Alignment ID	Alignment Text
MA 5.1.3.a	Add and subtract positive rational numbers (e.g., proper and improper fractions, mixed numbers, fractions with common and uncommon denominators, decimals through the thousandths place)
MA 5.1.3.c	Multiply decimals
MA 5.1.2.g	Add, subtract, multiply, and divide decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations (i.e. Commutative, Associative, Distributive, Identity, Zero), and/or relationships between operations.
MA 5.1.3.d	Divide a decimal by a whole number

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
MA 4.4.1.a	Represent data using line plots where the horizontal scale is marked off in appropriate units (e.g., whole numbers, halves, quarters, or eighths).
MA 4.1.1.h	Locate fractions on a number line
MA 4.1.1.i	Generate and explain equivalent fractions by multiplying by an equivalent fraction of 1.
MA 4.1.1.j	Explain how to change a mixed number to a fraction and how to change a fraction to a mixed number.
MA 4.1.1.k	Compare and order fractions having unlike numerators and unlike denominators using visual representations (number line), comparison symbols and verbal reasoning (e.g., using benchmarks or common numerators or common denominators).
MA 4.1.1.l	Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.
MA 4.1.2.e	Use drawings, words, and symbols to explain the meaning of addition and subtraction of fractions with like denominators.
MA 4.1.2.f	Add and subtract fractions and mixed numbers with like denominators.
MA 4.1.2.g	Multiply a fraction by a whole number.
MA 4.2.3.b	Solve real-world problems involving addition and subtraction of fractions and mixed numbers with like denominators.

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

Alignment ID	Alignment Text
MA 4.1.1.e	Represent a fraction as parts of a whole and/or parts of a set
MA 4.1.1.f	Use visual models to find equivalent fractions (e.g., 2/4 = 1/2, 2/8 = 1/4, 1 = 2/2 = 5/5, 3/3)
MA 4.1.1.g	Determine the size of a fraction relative to one half using equivalent forms (e.g., Is 3/8 more or less than one half?)

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
MA 3.1.2.d	Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence 3 x 4 = 12)
MA 3.3.3.f	Use concrete and pictorial models to measure areas in square units by counting square units.
MA 3.1.2.c	Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.
MA 3.2.1.b	Interpret a multiplication equation as equal groups (e.g., interpret 4 × 6 as the total number of objects in four groups of six objects each). Represent verbal statements of equal groups as multiplication equations.
MA 3.3.1.c	Draw lines to separate two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.
MA 3.1.2.f	Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4).
MA 3.1.2.b	Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4.)
MA 3.1.2.g	Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.
MA 3.1.3.a	Compute whole number multiplication facts 0 – 10 fluently
MA 3.1.4.a	Estimate the two-digit product of whole number multiplication and check the reasonableness

0545200865   Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
MA 3.1.2.a	Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., 3 x 4 = 4 + 4 + 4)
MA 4.3.3.c	Use symbolic representations of the commutative property of multiplication (e.g., 2 * 3 = Δ * 2)
MA 3.1.2.f	Use objects, drawings, arrays, words and symbols to explain the relationship between multiplication and division (e.g., if 3 x 4 = 12 then 12 ÷ 3 = 4).
MA 4.1.1.d	Determine whether a given whole number up to 100 is a multiple of a given one-digit number.
MA 3.1.2.d	Use words and symbols to explain the meaning of the Zero Property and Identity Property of multiplication.
MA 4.3.3.b	Use symbolic representation of the identity property of multiplication (e.g., 5 * 1 = 5)
MA 3.1.2.c	Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to explain the meaning of multiplication.
MA 3.1.2.g	Fluently (i.e. automatic recall based on understanding) multiply and divide within 100.
MA 4.1.2.b	Multiply a four-digit whole number by a one-digit whole number.
MA 3.1.3.a	Compute whole number multiplication facts 0 – 10 fluently

0545200857   Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
MA 0.3.1.a	Describe real-world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, rectangles, hexagons, cubes, cones, spheres, and cylinders).
MA 0.4.2.a	Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.
MA 0.2.1.a	Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)
GM.MA 0.2.1.a	Sort and name two-dimensional shapes (square, circle, rectangle, triangle)
M.01.1.2	Distinguishes between numbers and letters
M.01.1.3	Identifies written numerals
NS.MA 0.1.1.c	Sequence objects using ordinal numbers (first through fifth)
M.02.1.3	Combines different shapes to make representations or patterns
M.03.1.1	Describes patterns in the environment and daily routine
M.03.1.2	Begins to recognize duplicates and extends simple patterns using a variety of materials
2.1.3	Combines different shapes to make representations or patterns
3.1.1	Begins to recognize duplicates and extends simple patterns using a variety of materials

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0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
3.1.2	Describes patterns in the environment
MA 0.1.1.f	Demonstrate relative position of whole numbers 0 – 10 (e.g., 5 is between 2 and 10; 7 is greater than 3)
M.01.3.3	Can judge whether groups of up to five objects contain the same number of objects
NS.MA 0.1.1.f	Demonstrate relative position of whole numbers 0-10 (e.g., 5 is between 3 and 10; 7 is greater than 3)
M.01.2	Later, children begin to compare two numbers between 1 and 5 in written form (e.g., 4 is more than 2).
MA 0.1.1.c	Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number name with one and only one object) when counting objects to show the relationship between numbers and quantities of 0 to 20.
MA 0.1.1.e	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
MA 0.1.1.g	Compose and decompose numbers from 11 to 19 into ten ones and some more ones by a drawing, model, or equation (e.g., 14 = 10 + 4) to record each composition and decomposition.
MA 0.1.1.h	Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting.
MA 0.1.1.a	Count, read and write numbers 0 – 20

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0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
MA 0.1.1.b	Count objects using one-to-one correspondence 0 – 20
MA 0.1.1.d	Match numerals to the quantities they represent 0 – 20, using a variety of models and representations
M.01.1.1	Uses one-to-one matching (correspondence)
M.01.3.2	Counts all types of objects; plays with counting forward or backward
NS.MA 0.1.1.a	Count, read and write numbers 0-20
NS.MA 0.1.1.b	Count objects using one-to-one correspondence 0-20
NS.MA 0.1.1.d	Match numerals to the quantities they represent 0-20, using a variety of models and representations
1.3.1	Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
LA 1.1.6.d	Retell major events and key details from a literary text and/or media.
LA 1.1.6.e	Retell main ideas from informational text
LA 1.1.6.c	Retell information from narrative text including characters, setting, and events
LA 1.3.2.c	Complete a task following one/two-step directions.
LA 1.1.5.d	Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)
LA 1.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
LA 1.1.5.b	Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.
LA 1.1.6.n	Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
LA 1.1.5.c	Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words
LA 1.1.6.b	Identify elements of narrative text (e.g., characters, setting, events)

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

Alignment ID   Alignment Text

LA 1.1.6.k   Identify and explain purpose for reading (e.g., answer a question, enjoy).

0545200830   Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
LA 2.1.6.e	Retell and summarize the main idea from informational text
LA 2.3.2.c	Complete a task following multi-step directions.
LA 2.1.6.j	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
LA 2.1.5.b	Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.
LA 2.1.5.c	Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words
LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).
LA 2.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
LA 2.1.6.d	Retell major events and key details from a literary text and/or media and support a prompted theme.
LA 2.1.6.f	Use text features to locate information and gain meaning from print and digital text.
LA 2.1.6.g	Compare and contrast the basic characteristics of a variety of literary and informational texts.

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

Alignment ID	Alignment Text
LA 2.1.6.h	Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
LA 2.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
LA 2.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
LA 2.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 2.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
LA 2.1.6.n	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
LA 2.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
LA 2.1.6.p	Make connections between a print text and an audio, video, or live version of the text.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
LA 3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
LA 3.1.6.e	Retell and summarize the main idea from informational text using supporting details
LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA 3.1.5.e	Locate words and determine meaning using reference materials.
LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)
LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details
LA 3.3.2.c	Complete a task following multi-step directions.
LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

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

Alignment ID	Alignment Text
LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation
LA 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)
LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
LA 3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
LA 3.1.6.p	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.

0545200814   Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.
LA 4.1.5.c	Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
LA 4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
LA 4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details
LA 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
LA 4.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
LA 4.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA 4.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
LA 4.3.2.c	Complete a task following multi-step directions.
LA 4.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.

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

Alignment ID	Alignment Text
LA 4.1.6.o	Use examples and details in a text to make inferences about a story or situation
LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.
LA 4.4.1.b	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
LA 4.1.6.e	Retell and summarize the main idea from informational text using supporting details
LA 4.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.
LA 5.1.6.e	Summarize and analyze the main idea from informational text using supporting details
LA 5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
LA 5.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
LA 5.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
LA 5.3.2.c	Complete a task following multi-step directions.
LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
LA 5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text
LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).

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

Alignment ID	Alignment Text
LA 5.1.6.f	Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
LA 5.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
LA 5.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
LA 1.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
LA 1.1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
LA 1.1.1.g	Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)
LA 1.3.1.a	Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
LA 1.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
LA 1.1.1.c	Identify parts of a book (e.g., title page, author, illustrator, table of contents).
LA 1.1.6.n	Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)

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Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
LA 2.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).
LA 2.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
LA 2.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
LA 3.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
LA 3.2.1.b.3	Developing paragraphs with topic sentences and supporting facts and details
LA 3.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
LA 3.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

0545200768   Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 4.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
LA 4.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.
LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 4.2.1.b.1	Selecting and organizing ideas relevant to topic, purpose, and genre
LA 4.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
LA 4.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
LA 4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
LA 4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
LA 4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

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

Alignment ID	Alignment Text
LA 4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind
LA 4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)
LA 4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
LA 5.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
LA 5.2.1.b.3	Developing details and transitional phrases that link one paragraph to another
LA 5.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
LA 5.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
LA 5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
LA 5.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
LA 5.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)
LA 5.2.2.b	Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)
LA 5.2.1.b.1	Selecting and organizing ideas relevant to topic, purpose, and genre

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

Alignment ID	Alignment Text
LA 5.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)
LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.
LA 5.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
LA 5.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
LA 4.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
LA 3.2.1.g	Write legibly in cursive

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters
W.LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters

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0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list
R.LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list
R.LA 0.1.3.e	Recognize known words in connected text (big book, environmental print, class list, labels)