SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
RF.PK.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.PK.1.c	Understand that words are separated by spaces in print.
RF.PK.1.e	Recognize that letters are grouped to form words.
RF.PK.1.f	Differentiate letters from numerals.
PKRF1d	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
PKRF1e	Recognize that letters are grouped to form words.
PKRF1f	Differentiate letters from numerals.
PKL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
KRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
KRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
KL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
R.5	Recognize and identify letters of the alphabet

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Alignment ID	Alignment Text
W.4	Write recognizable upper- and lowercase letters in manuscript
W.4.c	"Write" by using painting, drawing, letters, and some words
R.3.a	Recognize and name automatically all uppercase and lowercase manuscript letters
W.3.a	Write legibly some uppercase and lowercase letters
B.3.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
B.3.1.1.c	Understand that words are separated by spaces in print.
B.3.1.1.d	Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
B.3.1.1.e	Recognize that letters are grouped to form words.
B.3.1.1.f	Differentiate letters from numerals.
B.6.1.1.a	Print some upper- and lower-case letters (e.g., letters in their name).
R.B	Recognize the difference between letters and words
R.D	Locate parts of a book
R.E	Recognize and identify letters of the alphabet
R.N	Recognize that words consist of a combination of sounds

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Alignment ID	Alignment Text
W.D	Write recognizable upper- and lowercase letters in manuscript

0545200938 Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
NY.CCLS.Math.PK.G.4	Create and build shapes from components (e.g., sticks and clay balls).
NY-PK.G.2	Name shapes regardless of size.
NY-PK.G.4	Create and build shapes from components.
3.7.8	discover patterns in nature, art, music, and literature.
K.S.2	Help to make simple pictographs for quantities up to 10, where one picture represents 1
NY.CCLS.Math.PK.CC.1	Count to 20.
NY.CCLS.Math.PK.CC.2	Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).
NY.CCLS.Math.PK.CC.3.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
NY.CCLS.Math.PK.CC.3.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
NY.CCLS.Math.PK.CC.3.	Understand that each successive number name refers to a quantity that is one larger.
NY.CCLS.Math.PK.CC.4	Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

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

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Alignment ID	Alignment Text
NY-PK.CC.2	Represent a number of objects (0–5), with a written numeral 0–5 (with 0 representing a count of no objects).
NY-PK.CC.3.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)
NY-PK.CC.3.b	Explore and develop the concept that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
NY-PK.CC.4a	Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.
NY-PK.CC.4b	Given a number from 1–10, count out that many objects.
NY-K.CC.1	Count to 100 by ones and by tens.
NY-K.CC.2	Count to 100 by ones beginning from any given number (instead of beginning at 1).
NY-K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
NY-K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)

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Alignment ID	Alignment Text
NY-K.CC.4.b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.
NY-K.CC.4.c	Understand the concept that each successive number name refers to a quantity that is one larger.
NY-K.CC.5a	Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.
NY-K.CC.5b	Given a number from 1–20, count out that many objects.
NY-K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
NY-K.OA.1	Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.
PK.PS.5	Use informal counting strategies to find solutions
PK.CN.2	Use counting strategies to solve problems in their daily lives
PK.N.1	Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)
PK.N.2	Count out (produce) a collection of a specified size 1 to 10
PK.N.4	Explore the different representations of a group of objects

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Alignment ID	Alignment Text
PK.N.6	Draw pictures or other informal symbols to represent how many in a collection up to 5
PK.N.7	Recognize numerals (0-5)
K.PS.5	Use informal counting strategies to find solutions
K.CN.2	Use counting strategies to solve problems in their daily lives
K.N.1	Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)
K.N.2	Count out (produce) a collection of a specified size 1 to 10
K.N.3	Numerically label a data set of 1 to 5
K.N.6	Represent collections with a finger pattern up to 10
K.N.8	Draw pictures or other informal symbols to represent how many in a collection up to 10
K.N.9	Write numbers 1-10 to represent a collection
K.N.12	Solve and create addition and subtraction verbal word problems (use counting-based strategies, such as counting on and to ten)
S.B	Use age-appropriate vocabulary
NY.CCLS.Math.PK-12.6	Attend to precision.

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Alignment ID	Alignment Text
NY.CCLS.Math.PK.CC.5	Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 (1: up to 5 objects)
NY.CCLS.Math.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
NY-PK.CC.5	Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.
PK.S.3	Count and compare groups formed (quantify groups formed)
K.N.10	Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10
K.S.5	Identify more, less, and same amounts from pictographs or concrete models
NY.CCLS.Math.PK-12.7	Look for and make use of structure.
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.PK.OA.2	Duplicate and extend (eg., What comes next?) simple patterns using concrete objects.
NY-PK.OA.2	Duplicate and extend simple patterns using concrete objects.
NY-K.OA.6	Duplicate, extend, and create simple patterns using concrete objects.

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Alignment ID	Alignment Text
K.A.2	Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or ABAABAAAB)
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.5	use a variety of manipulative materials and technologies to explore patterns.
RI.PK.3	With prompting and support, describe the connection between two events or pieces of information in a text.
NY.CCLS.Math.K.CC.4.d	Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
NY.CCLS.Math.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NY-K.CC.4.d	Understand the concept of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
NY-K.CC.6	Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
R.6.c	Retell stories with attentiveness to the sequence of events and main ideas
PK.N.8	Use and understand the terms first and last

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Alignment ID	Alignment Text
B.2.1.3	With prompting and support, describe the connection between two events or pieces of information in a text.
R.3.2.d	change the sequence of events in a story to create a different ending, with assistance
W.2.2.c	list a sequence of events in a story, with assistance
NY.CCLS.Math.K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
NY-K.MD.1	Describe measurable attributes of an object(s), such as length or weight, using appropriate vocabulary.
NY-K.MD.2	Directly compare two objects with a common measurable attribute and describe the difference.
PK.M.1	Develop language such as bigger, longer, and taller to discuss length
K.M.1	Name, discuss, and compare attributes of length (longer than, shorter than)
K.M.2	Compare the length of two objects by representing each length with string or a paper strip
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
PK.S.1	Sort and organize objects by one attribute (e.g., color, size, or shape)
K.S.3	Sort and organize objects by two attributes (e.g., color, size, or shape)

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Alignment ID	Alignment Text
NY.CCLS.Math.PK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.
NY.CCLS.Math.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
NY-PK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.
NY-K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.N.11	Use and understand verbal ordinal terms, first to tenth
NY.CCLS.Math.PK.MD.1	Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).
NY.CCLS.Math.PK.MD.2	Sort objects into categories; count the numbers of objects in each category. 1 (limit category counts to be less than or equal to 10)
NY.CCLS.Math.PK.G.3	Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
NY.CCLS.Math.K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).

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Alignment ID	Alignment Text
NY-PK.MD.1	Identify measurable attributes of objects, such as length or weight, and describe them using appropriate vocabulary.
NY-PK.MD.2	Sort objects and shapes into categories; count the objects in each category.
NY-PK.G.3	Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.
NY-K.G.4	Analyze, compare, and sort two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
R.1.4	Recognize and interpret familiar signs and symbols from the environment, such as labels on classroom furniture, equipment, and STOP signs
3.7.2	represent and describe mathematical relationships.
3.7.7	explore and develop relationships among two- and three- dimensional geometric shapes.
NY.CCLS.Math.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
NY.CCLS.Math.K.G.2	Correctly name shapes regardless of their orientations or overall size.

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Alignment ID	Alignment Text
PKL5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
KL5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
KL5c	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
NY-K.MD.3	Classify objects into given categories; count the objects in each category and sort the categories by count.
NY-K.G.2	Name shapes regardless of their orientation or overall size.
R.1.f	Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: doll, dish, pill?”)—Phoneme Categorization
PK.S.4	Describe the attributes of objects
K.A.1	Use a variety of manipulatives to create patterns using attributes of color, size, or shape
B.6.3.5.a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
B.6.3.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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Alignment ID	Alignment Text
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
PKL5b	Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).
KL5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
R.16	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
B.6.3.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
RF.PK.2.c	Demonstrate awareness of relationship between sounds and letters.
R.3.b	Recognize that individual letters have associated sounds
B.3.2.2.c	Demonstrate awareness of relationship between sounds and letters.
PKRF1b	Recognize that spoken words are represented in written language.
PKL2b	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).

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Alignment ID	Alignment Text
KL2b	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
R.6	Alphabetize high-frequency words according to the first letter
R.M	Recognize letter-sound correspondence
RF.PK.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.PK.1.c	Understand that words are separated by spaces in print.
RF.PK.1.e	Recognize that letters are grouped to form words.
RF.PK.1.f	Differentiate letters from numerals.
PKRF1d	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
PKRF1e	Recognize that letters are grouped to form words.
PKRF1f	Differentiate letters from numerals.
PKL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
KRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.

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Alignment ID	Alignment Text
KRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
KL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
R.5	Recognize and identify letters of the alphabet
W.4	Write recognizable upper- and lowercase letters in manuscript
W.4.c	"Write" by using painting, drawing, letters, and some words
R.3.a	Recognize and name automatically all uppercase and lowercase manuscript letters
W.3.a	Write legibly some uppercase and lowercase letters
B.3.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
B.3.1.1.c	Understand that words are separated by spaces in print.
B.3.1.1.d	Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
B.3.1.1.e	Recognize that letters are grouped to form words.
B.3.1.1.f	Differentiate letters from numerals.
B.6.1.1.a	Print some upper- and lower-case letters (e.g., letters in their name).

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Alignment ID	Alignment Text
R.B	Recognize the difference between letters and words
R.D	Locate parts of a book
R.E	Recognize and identify letters of the alphabet
R.N	Recognize that words consist of a combination of sounds
W.D	Write recognizable upper- and lowercase letters in manuscript
RF.PK.2.b	Recognize and match words that rhyme.
PKRF2a	Begin to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays).
KRF2a	Recognize and produce spoken rhyming words.
R.15	Identify rhyming words
R.1.a	Identify and produce spoken words that rhyme
R.1.b	Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it)
B.3.2.2.a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).
B.3.2.2.b	Recognize and match words that rhyme.

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Alignment ID	Alignment Text
R.O	Identify rhyming words
R.3.2.e	distinguish between real and imaginary stories, with assistance
R.3.2.g	distinguish between real and imaginary stories
W.3.1.e	describe the differences between real and imaginary experiences, with assistance

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
R.4.a	Read own name and names of family or friends
L.1.2	Identify words on a chart, with assistance
RF.PK.1.f	Differentiate letters from numerals.
PKRF1f	Differentiate letters from numerals.
B.3.1.1.f	Differentiate letters from numerals.
S.B	Use age-appropriate vocabulary
R.3.a	Recognize and identify letters of the alphabet, especially those in own name
R.5.b	Learn new words from books
PKSL4	Describe familiar people, places, things, and events.
PKL5c	Use words to identify and describe the world around them.
KSL4	Describe familiar people, places, things, and events with detail.
A.2.2.b	Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.

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Alignment ID	Alignment Text
A.5.5.d	Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.
B.5.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
R.P	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
S.2.9	Describe familiar persons, places, or objects
S.2.12	Describe familiar persons, places, or objects
RF.PK.2.b	Recognize and match words that rhyme.
RF.PK.2.d	With support and prompting, isolate and pronounce the initial sounds in words.
PKRF2a	Begin to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays).
PKRF2c	Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g., the /m/ in map).
KRF2a	Recognize and produce spoken rhyming words.
R.15	Identify rhyming words
R.1.a	Identify and produce spoken words that rhyme

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
R.1.b	Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it)
L.1.a	Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)
B.3.2.2.a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).
B.3.2.2.b	Recognize and match words that rhyme.
B.3.2.2.d	With support and prompting, isolate and pronounce the initial sounds in words.
R.O	Identify rhyming words
RI.PK.3	With prompting and support, describe the connection between two events or pieces of information in a text.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.6.c	Retell stories with attentiveness to the sequence of events and main ideas
B.2.1.3	With prompting and support, describe the connection between two events or pieces of information in a text.
L.2.1.b	recall a sequence of events from a personal experience
S.2.6	Dictate stories with a beginning, middle, and end, with assistance

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Alignment ID	Alignment Text
R.3.2.d	change the sequence of events in a story to create a different ending, with assistance
W.2.2.c	list a sequence of events in a story, with assistance
L.2.1.c	recall a sequence of events from a personal experience or story
S.1.4	Retell more than one piece of information in sequence
R.3.2.e	distinguish between real and imaginary stories, with assistance
R.3.2.g	distinguish between real and imaginary stories
W.3.1.e	describe the differences between real and imaginary experiences, with assistance
PKL5b	Demonstrate understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold).
KL5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
B.6.3.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
PKR4	Exhibit an interest in learning new vocabulary.

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Alignment ID	Alignment Text
B.1.2.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
B.2.2.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).
R.16	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
RF.PK.3.b	Recognizes own name and common signs and labels in the environment.
A.2.2.c	Uses new vocabulary correctly.
A.5.6.c	Makes use of new and rare words introduced by adults or peers.
B.3.3.3.b	Recognizes own name and common signs and labels in the environment.
B.6.3.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
PKL4	Explore and use new vocabulary in child-centered, authentic, play-based experiences.
PKL5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
PKL6	Use words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences.
KL5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
KL5c	Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).
KL6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
R.11	Recognize the singular and plural of frequently used words
R.12	Recognize own name and the names of friends and family in print
R.5.c	Use new vocabulary words to talk about life experiences
R.1.f	Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: doll, dish, pill?”)—Phoneme Categorization
R.4.b	Recognize and identify some sight words

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Alignment ID	Alignment Text
R.4.c	Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)
R.5.a	Learn the meaning of new words and use them in own speech
R.5.d	Connect vocabulary and life experiences to ideas in books
B.6.3.5.a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.
B.6.3.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
R.H	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.I	Recognize the different sounds that make up a word
R.K	Recognize the singular and plural of frequently used words
R.L	Recognize own name and the names of friends and family in print
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
R.4.3	Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
RF.PK.2.b	Recognize and match words that rhyme.
PKRF2a	Begin to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays).
KRF2a	Recognize and produce spoken rhyming words.
R.2	Recognize the difference between letters and words
R.4	Locate parts of a book
R.7	Distinguish the difference between vowels and consonants
R.15	Identify rhyming words
R.1.a	Identify and produce spoken words that rhyme
R.1.b	Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it)
R.2.c	Distinguish between letters and words
R.2.f	Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)
R.3.c	Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
L.1.a	Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)
B.3.2.2.a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).
B.3.2.2.b	Recognize and match words that rhyme.
R.O	Identify rhyming words
RF.PK.1.f	Differentiate letters from numerals.
PKRF1d	Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.
PKRF1f	Differentiate letters from numerals.
KRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
R.5	Recognize and identify letters of the alphabet
R.6	Alphabetize high-frequency words according to the first letter
R.3.a	Recognize and name automatically all uppercase and lowercase manuscript letters
B.3.1.1.d	Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
B.3.1.1.f	Differentiate letters from numerals.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
RF.PK.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.PK.1.c	Understand that words are separated by spaces in print.
RF.PK.1.e	Recognize that letters are grouped to form words.
RF.PK.2.d	With support and prompting, isolate and pronounce the initial sounds in words.
PKRF1b	Recognize that spoken words are represented in written language.
PKRF1e	Recognize that letters are grouped to form words.
PKRF2c	Isolate and pronounce the initial sounds (phonemes) in spoken one-syllable words (e.g., the /m/ in map).
PKRF3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
PKL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
KRF1b	Recognize that spoken words are represented in written language by specific sequences of letters.
KRF3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
KRF3b	Decode short vowel sounds with common spellings.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
KL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
R.8	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.13	Recognize letter-sound correspondence
W.4.c	"Write" by using painting, drawing, letters, and some words
R.1.e	Identify the same sounds in different spoken words ("What sound is the same in sit, sip, and sun?")—Phoneme Identity
R.1.g	Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending
R.3.b	Recognize that individual letters have associated sounds
R.3.d	Identify some consonant letter-sound correspondences
W.2.a	Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)
B.3.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
B.3.1.1.c	Understand that words are separated by spaces in print.
B.3.1.1.e	Recognize that letters are grouped to form words.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
B.3.2.2.c	Demonstrate awareness of relationship between sounds and letters.
B.3.2.2.d	With support and prompting, isolate and pronounce the initial sounds in words.
B.3.3.3.a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
R.B	Recognize the difference between letters and words
R.D	Locate parts of a book
R.E	Recognize and identify letters of the alphabet
R.G	Distinguish the difference between vowels and consonants
R.H	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.M	Recognize letter-sound correspondence
R.N	Recognize that words consist of a combination of sounds
R.P	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
RF.PK.1.f	Differentiate letters from numerals.
PKRF1f	Differentiate letters from numerals.
KRF1d	Recognize and name all upper- and lowercase letters of the alphabet.
R.5	Recognize and identify letters of the alphabet
R.3.a	Recognize and name automatically all uppercase and lowercase manuscript letters
B.3.1.1.d	Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.
B.3.1.1.f	Differentiate letters from numerals.
R.E	Recognize and identify letters of the alphabet
RF.PK.1.c	Understand that words are separated by spaces in print.
RF.PK.1.e	Recognize that letters are grouped to form words.
RF.PK.2.c	Demonstrate awareness of relationship between sounds and letters.
PKRF1e	Recognize that letters are grouped to form words.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
PKRF3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
PKL2b	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
PKL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
KRF3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.
KRF3b	Decode short vowel sounds with common spellings.
KL2b	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
KL2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
R.7	Distinguish the difference between vowels and consonants
R.8	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.13	Recognize letter-sound correspondence

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
R.1.e	Identify the same sounds in different spoken words ("What sound is the same in sit, sip, and sun?")—Phoneme Identity
R.1.g	Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending
R.3.b	Recognize that individual letters have associated sounds
R.3.c	Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words
W.2.a	Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)
B.3.1.1.c	Understand that words are separated by spaces in print.
B.3.1.1.e	Recognize that letters are grouped to form words.
B.3.2.2.c	Demonstrate awareness of relationship between sounds and letters.
B.3.3.3.a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
R.B	Recognize the difference between letters and words
R.G	Distinguish the difference between vowels and consonants

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
R.H	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.M	Recognize letter-sound correspondence
R.N	Recognize that words consist of a combination of sounds
R.P	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
1.CN.7	Recognize the presence of mathematics in their daily lives
1.N.13	Write numbers to 100
1.S.5	Use Venn diagrams to sort and describe data
1.N.7	Skip count by 2's to 20
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
NY-1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.CN.2	Understand the connections between numbers and the quantities they represent
1.CN.6	Understand how mathematical models represent quantitative relationships
1.N.1	Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)
1.N.11	Identify that spacing of the same number of objects does not affect the quantity (conservation)

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

Alignment ID	Alignment Text
1.N.16	Compare and order whole numbers up to 100
1.N.21	Use before, after, or between to order numbers to 100 (with or without the use of a number line)
1.S.3	Display data in simple pictographs for quantities up to 20 with units of one
3.2.4	recognize the order of whole numbers and commonly used fractions and decimals.
1.N.10	Draw pictures or other informal symbols to represent a spoken number up to 20
1.N.14	Read the number words one, two, three...ten
NY.CCLS.Math.1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
NY-1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.5	Recognize geometric shapes and structures in the environment
3.7.7	explore and develop relationships among two- and three- dimensional geometric shapes.
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.

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

Alignment ID	Alignment Text
1.A.1	Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.5	use a variety of manipulative materials and technologies to explore patterns.
3.7.8	discover patterns in nature, art, music, and literature.
1.G.4	Identify symmetry in two-dimensional shapes
1.N.6	Skip count by 5’s to 50
1.N.8	Verbally count from a number other than one by 1’s
NY.CCLS.Math.1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
NY-1.NBT.4	Add within 100, including a two-digit number and a one-digit number; a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.
NY-1.OA.6b	Fluently add and subtract within 10.

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Alignment ID	Alignment Text
NY.CCLS.Math.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NY-1.OA.1	Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.
1.N.27	Use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping
1.N.28	Demonstrate fluency and apply addition and subtraction facts to and including 10
1.N.29	Understand that different parts can be added to get the same whole
3.3.1	add, subtract, multiply, and divide whole numbers.
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY-1.MD.3b	Recognize and identify coins (penny, nickel, dime, and quarter) and their value and use the cent symbol (¢) appropriately.
NY-1.MD.3c	Count a mixed collection of dimes and pennies and determine the cent value (total not to exceed 100 cents).
1.M.4	Know vocabulary and recognize coins (penny, nickel, dime, quarter)
1.M.6	Use different combinations of coins to make money amounts up to 25 cents

0545200717 Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
3.5.2	select appropriate standard and nonstandard measurement tools in measurement activities.
NY.CCLS.Math.1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
NY.CCLS.Math.1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
NY-1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
NY-1.MD.2	Measure the length of an object using same-size “length units” placed end to end with no gaps or overlaps. Express the length of an object as a whole number of “length units.”
1.M.11	Select and use non-standard units to estimate measurements
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
3.6.1	make estimates to compare to actual results of both formal and informal measurement.
1.S.4	Display data in bar graphs using concrete objects with intervals of one
3.5.5	collect and display data.
3.4.2	construct tables, charts, and graphs to display and analyze real-world data.
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.

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

Alignment ID	Alignment Text
3.7.6	interpret graphs.
NY.CCLS.Math.1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
NY-1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
NY.CCLS.Math.1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.
NY-1.MD.3a	Tell and write time in hours and half-hours using analog and digital clocks. Develop an understanding of common terms, such as, but not limited to, o'clock and half past.
1.M.7	Recognize specific times (morning, noon, afternoon, evening)
1.M.8	Tell time to the hour, using both digital and analog clocks
3.5.3	understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
NY.CCLS.Math.2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
NY-2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.
2.PS.5	Use informal counting strategies to find solutions
2.N.22	Estimate the number in a collection to 100 and then compare by counting the actual items in the collection
NY-2.OA.3a	Determine whether a group of objects (up to 20) has an odd or even number of members.
2.N.14	Use concrete materials to justify a number as odd or even
2.N.10	Use and understand verbal ordinal terms
2.N.11	Read written ordinal terms (first through ninth) and use them to represent ordinal relations
2.N.5	Compare and order numbers to 100
2.N.9	Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
2.A.1	Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers up to 100

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

Alignment ID	Alignment Text
3.2.4	recognize the order of whole numbers and commonly used fractions and decimals.
NY.CCLS.Math.2.NBT.1.	100 can be thought of as a bundle of ten tens - called a “hundred.”
NY.CCLS.Math.2.NBT.1.	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
NY.CCLS.Math.2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
NY.CCLS.Math.2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NY.CCLS.Math.2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
NY-2.NBT.1.a	Understand 100 can be thought of as a bundle of ten tens, called a “hundred.”
NY-2.NBT.1.b	Understand the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
NY-2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
NY-2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

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Alignment ID	Alignment Text
NY-2.NBT.7a	Add and subtract within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.
NY-2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.N.6.a	10 ones = 1 ten
2.N.6.b	10 tens = 1 hundred
2.N.13	Recognize the meaning of zero in the place value system (0-100)
NY.CCLS.Math.PK-12.7	Look for and make use of structure.
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
2.CN.1	Recognize the connections of patterns in their everyday experiences to mathematical ideas
3.7.5	use a variety of manipulative materials and technologies to explore patterns.
2.A.2	Describe and extend increasing or decreasing (+,-) sequences and patterns (numbers or objects up to 100)
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.8	discover patterns in nature, art, music, and literature.

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

Alignment ID	Alignment Text
NY.CCLS.Math.2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
NY-2.G.1	Classify two-dimensional figures as polygons or non-polygons.
2.G.2	Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular)
3.7.7	explore and develop relationships among two- and three- dimensional geometric shapes.
NY.CCLS.Math.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
NY.CCLS.Math.2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
NY-2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.N.18	Use doubling to add 2-digit numbers
2.N.19	Use compensation to add 2-digit numbers
NY.CCLS.Math.2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

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

Alignment ID	Alignment Text
NY-2.OA.2a.i	counting on;
NY-2.OA.2a.ii	making ten;
NY-2.OA.2a.iii	decomposing a number leading to a ten;
NY-2.OA.2a.iv	using the relationship between addition and subtraction; and
NY-2.OA.2a.v	creating equivalent but easier or known sums.
2.N.17	Demonstrate fluency and apply addition and subtraction facts up to and including 18
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY-2.NBT.7b	Understand that in adding or subtracting up to three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.
2.CM.3	Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations
2.CN.9	Recognize and apply mathematics to objects, pictures and symbols
2.R.1	Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations
2.N.3	Skip count by 3’s to 36 for multiplication readiness

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

Alignment ID	Alignment Text
2.N.4	Skip count by 4’s to 48 for multiplication readiness
2.N.20	Develop readiness for multiplication by using repeated addition
3.4.5	use physical materials, pictures, and diagrams to explain mathematical ideas and processes and to demonstrate geometric concepts.
2.N.21	Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)
2.G.4	Group objects by like properties
NY.CCLS.Math.2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
NY.CCLS.Math.2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
NY-2.OA.3b	Write an equation to express an even number as a sum of two equal addends.
NY-2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends.
2.N.15	Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)

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

Alignment ID	Alignment Text
NY.CCLS.Math.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
NY-2.OA.1a	Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
NY-2.OA.1b	Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
2.N.16	Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping
3.3.1	add, subtract, multiply, and divide whole numbers.
NY.CCLS.Math.2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.M.9	Tell time to the half hour and five minutes using both digital and analog clocks
NY.CCLS.Math.PK-12.6	Attend to precision.
NY.CCLS.Math.2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
NY.CCLS.Math.2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

0545200709 Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
NY.CCLS.Math.2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
NY.CCLS.Math.2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
NY-2.MD.2	Measure the length of an object twice, using different "length units" for the two measurements; describe how the two measurements relate to the size of the unit chosen.
NY-2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
NY-2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard "length unit."
2.M.1	Use non-standard and standard units to measure both vertical and horizontal lengths
2.M.10	Select and use standard (customary) and non-standard units to estimate measurements
3.5.2	select appropriate standard and nonstandard measurement tools in measurement activities.
3.6.1	make estimates to compare to actual results of both formal and informal measurement.
3.5.3	understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.

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

Alignment ID	Alignment Text
NY.CCLS.Math.2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
NY-2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a picture graph or a bar graph.
2.S.3	Display data in pictographs and bar graphs using concrete objects or a representation of the object
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY.CCLS.Math.2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
NY-2.MD.7	Tell and write time from analog and digital clocks in five minute increments, using a.m. and p.m. Develop an understanding of common terms, such as, but not limited to, quarter past, half past, and quarter to.
NY-2.G.3	Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc. Describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
NY-3.NBT.4b	Read and write four-digit numbers using base-ten numerals, number names, and expanded form.
3.N.4.a	10 ones = 1 ten
3.N.4.b	10 tens = 1 hundred
NY.CCLS.Math.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
NY-3.OA.8.b	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NY-3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.N.26	Recognize real world situations in which an estimate (rounding) is more appropriate
3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, and whole yards)
NY.CCLS.Math.3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
NY-3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in a scaled picture graph or a scaled bar graph.

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Alignment ID	Alignment Text
3.S.4	Identify the parts of pictographs and bar graphs
3.S.5	Display data in pictographs and bar graphs
3.S.6	State the relationships between pictographs and bar graphs
3.S.7	Read and interpret data in bar graphs and pictographs
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY-3.OA.7b	Know from memory all products of two one-digit numbers.
3.N.19	Develop fluency with single-digit multiplication facts
3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
NY.CCLS.Math.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
NY.CCLS.Math.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

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Alignment ID	Alignment Text
NY.CCLS.Math.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
NY-3.OA.1	Interpret products of whole numbers.
NY-3.OA.2	Interpret whole-number quotients of whole numbers.
NY-3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
3.N.22	Demonstrate fluency and apply single-digit division facts
3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
NY.CCLS.Math.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
NY.CCLS.Math.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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Alignment ID	Alignment Text
NY-3.OA.7a	Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.
NY-3.OA.8.a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.
3.PS.9	Use trial and error to solve problems
3.PS.10	Use process of elimination to solve problems
3.PS.24	Recognize invalid approaches
NY.CCLS.Math.3.NF.1	Understand a fraction 1/
NY.CCLS.Math.3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
NY.CCLS.Math.3.NF.3.b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
NY.CCLS.Math.3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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Alignment ID	Alignment Text
NY.CCLS.Math.3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
NY.CCLS.Math.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NY-3.NF.1	Understand a unit fraction, 1/
NY-3.NF.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
NY-3.NF.3.b	Recognize and generate equivalent fractions. Explain why the fractions are equivalent.
NY-3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
NY-3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.
NY-3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection
3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10) as part of a whole or a set of objects

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Alignment ID	Alignment Text
3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction
3.N.13	Recognize fractional numbers as equal parts of a whole
3.N.14	Explore equivalent fractions (1/2, 1/3, 1/4)
3.M.7	Count and represent combined coins and dollars, using currency symbols ($0.00)
NY.CCLS.Math.3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
NY-3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.
3.M.8.a	Whole = 60 minutes
3.M.8.b	½ = 30 minutes
3.M.8.c	¼ = 15 minutes
3.M.9	Tell time to the minute, using digital and analog clocks
NY.CCLS.Math.3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.

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Alignment ID	Alignment Text
NY-3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
3.M.3	Measure objects, using ounces and pounds
3.M.4	Recognize capacity as an attribute that can be measured
3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
3.G.3	Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone
NY.CCLS.Math.3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
NY-3.G.1	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.
3.A.2	Describe and extend numeric (+, -) and geometric patterns
3.7.5	use a variety of manipulative materials and technologies to explore patterns.

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Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
NY-4.NBT.2a	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
4.N.13	Develop an understanding of the properties of odd/even numbers as a result of multiplication
NY.CCLS.Math.4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
NY.CCLS.Math.4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
NY-4.NBT.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
NY-4.NBT.2b	Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4.N.3	Compare and order numbers to 10,000
NY.CCLS.Math.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
NY-4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
4.N.26	Round numbers less than 1,000 to the nearest tens and hundreds

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Alignment ID	Alignment Text
NY.CCLS.Math.PK-12.4	Model with mathematics.
NY.CCLS.Math.4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NY-4.OA.3.b	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.N.27	Check reasonableness of an answer by using estimation
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
4.A.5	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.8	discover patterns in nature, art, music, and literature.
NY.CCLS.Math.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
NY-4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.

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Alignment ID	Alignment Text
4.N.16	Understand various meanings of multiplication and division
4.S.3	Represent data using tables, bar graphs, and pictographs
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY.CCLS.Math.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
NY-4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000
NY.CCLS.Math.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY.CCLS.Math.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

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Alignment ID	Alignment Text
NY-4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)
4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
NY.CCLS.Math.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000
4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
4.N.22	Interpret the meaning of remainders
NY.CCLS.Math.4.NF.1	Explain why a fraction

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Alignment ID	Alignment Text
NY.CCLS.Math.4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
NY.CCLS.Math.4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
NY.CCLS.Math.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NY-4.NF.1	Explain why a fraction
NY-4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.
NY-4.NF.4.c	Solve word problems involving multiplication of a whole number by a fraction.
NY-4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers
4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations
4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)

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Alignment ID	Alignment Text
NY.CCLS.Math.4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
NY-4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
NY.CCLS.Math.4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NY.CCLS.Math.4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
NY-4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NY-4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.N.23	Add and subtract proper fractions with common denominators
4.N.11	Read and write decimals to hundredths, using money as a context
4.M.8	Make change, using combined coins and dollar amounts
4.N.25	Add and subtract decimals to tenths and hundredths using a hundreds chart

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Alignment ID	Alignment Text
NY.CCLS.Math.4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
NY.CCLS.Math.4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
NY-4.MD.1.ii	Know the conversion factor and use it to convert measurements in a larger unit in terms of a smaller unit: ft., in.; km, m, cm; hr., min., sec.
NY-4.MD.1.iii	Given the conversion factor, convert all other measurements within a single system of measurement from a larger unit to a smaller unit.
NY-4.MD.1.iv	Record measurement equivalents in a two-column table.
NY-4.MD.2.a	Solve problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
4.M.3.a	12 inches = 1 foot
4.M.3.b	3 feet = 1 yard
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
4.M.1	Select tools and units (customary and metric) appropriate for the length being measured

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Alignment ID	Alignment Text
4.M.4	Select tools and units appropriate to the mass of the object being measured (grams and kilograms)
4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)
4.G.4	Find the area of a rectangle by counting the number of squares needed to cover the rectangle
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
NY.CCLS.Math.4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
NY-4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.G.7	Identify points and rays when drawing angles
NY.CCLS.Math.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
NY.CCLS.Math.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
NY.CCLS.Math.4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Alignment ID	Alignment Text
NY-4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
NY-4.G.2a	Identify and name triangles based on angle size (right, obtuse, acute).
NY-4.G.2b	Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.
NY-4.G.2c	Identify and name all quadrilaterals with four right angles as rectangles.
NY-4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
4.G.5	Define and identify vertices, faces, and edges of three-dimensional shapes
4.G.6	Draw and identify intersecting, perpendicular, and parallel lines
NY.CCLS.Math.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
NY-4.OA.5	Generate a number or shape pattern that follows a given rule. Identify and informally explain apparent features of the pattern that were not explicit in the rule itself.
4.A.4	Describe, extend, and make generalizations about numeric (+, -, x, ÷) and geometric patterns

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
NY.CCLS.Math.5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.N.3.a	10 ones = 1 ten
5.N.3.b	10 tens = 1 hundred
5.N.3.c	10 hundreds = 1 thousand
5.N.3.d	10 thousands = 1 ten thousand
5.N.3.e	10 ten thousands = 1 hundred thousand
5.N.3.f	10 hundred thousands = 1 million
5.N.24	Round numbers to the nearest hundredth and up to 10,000
5.M.3	Measure to the nearest centimeter

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

Alignment ID	Alignment Text
5.N.2	Compare and order numbers to millions
5.N.9	Compare fractions using <, >, or =
5.S.3	Calculate the mean for a given set of data and use to describe a set of data
5.A.4	Solve simple one-step equations using basic whole-number facts
5.N.14	Identify the factors of a given number
5.N.15	Find the common factors and the greatest common factor of two numbers
5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.
5.N.21	Use a variety of strategies to add and subtract fractions with like denominators
5.N.25	Estimate sums and differences of fractions with like denominators
NY.CCLS.Math.5.NF.4.a	Interpret the product (
NY.CCLS.Math.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

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Alignment ID	Alignment Text
5.N.4	Create equivalent fractions, given a fraction
NY.CCLS.Math.5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
NY.CCLS.Math.5.NBT.3.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
NY.CCLS.Math.5.NBT.4	Use place value understanding to round decimals to any place.
NY-5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
NY-5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
NY-5.NBT.4	Use place value understanding to round decimals to any place.
NY.CCLS.Math.5.NBT.3.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
NY-5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.N.8	Read, write, and order decimals to thousandths
5.N.10	Compare decimals using <, >, or =

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Alignment ID	Alignment Text
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
NY-5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.8	discover patterns in nature, art, music, and literature.
5.N.11	Understand that percent means part of 100, and write percents as fractions and decimals
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.
5.PS.9	Understand the basic language of logic in mathematical situations (and, or, not)
5.PS.19	Differentiate between valid and invalid approaches

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Alignment ID	Alignment Text
NY.CCLS.Math.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
NY.CCLS.Math.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
NY-5.NBT.2	Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
NY-5.NBT.5	Fluently multiply multi-digit whole numbers using a standard algorithm.
5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.
NY.CCLS.Math.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
NY-5.NBT.7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: add and subtract decimals to hundredths; multiply and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.
5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths
5.N.26	Estimate sums, differences, products, and quotients of decimals

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Alignment ID	Alignment Text
5.M.6	Determine the tool and technique to measure with an appropriate level of precision: lengths and angles
5.M.8	Measure and draw angles using a protractor
NY.CCLS.Math.5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
NY-5.MD.1	Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.
5.M.2	Identify customary equivalent units of length
5.M.4	Identify equivalent metric units of length
NY.CCLS.Math.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
NY-5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)

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Alignment ID	Alignment Text
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
5.PS.7	Represent problem situations verbally, numerically, algebraically, and/or graphically
5.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
5.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
3.4.2	construct tables, charts, and graphs to display and analyze real-world data.
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY.CCLS.Math.5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
NY.CCLS.Math.5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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Alignment ID	Alignment Text
NY-5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.
NY-5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.G.12	Identify and plot points in the first quadrant

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Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
NY.CCLS.Math.3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
NY.CCLS.Math.3.NF.1	Understand a fraction 1/
NY.CCLS.Math.3.NF.3.b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
NY.CCLS.Math.3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
NY.CCLS.Math.3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
NY-3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
NY-3.NBT.4b	Read and write four-digit numbers using base-ten numerals, number names, and expanded form.
NY-3.NF.1	Understand a unit fraction, 1/
NY-3.NF.3.b	Recognize and generate equivalent fractions. Explain why the fractions are equivalent.
NY-3.NF.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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Alignment ID	Alignment Text
NY-3.NF.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.
3.N.1	Skip count by 25's, 50's, 100's to 1,000
3.N.3	Compare and order numbers to 1,000
3.N.4.a	10 ones = 1 ten
3.N.4.b	10 tens = 1 hundred
3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection
3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10) as part of a whole or a set of objects
3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction
3.N.13	Recognize fractional numbers as equal parts of a whole
3.N.15	Compare and order unit fractions (1/2, 1/3, 1/4) and find their approximate locations on a number line
3.N.16	Identify odd and even numbers

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Alignment ID	Alignment Text
3.N.17	Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction
3.N.25	Estimate numbers up to 500
3.A.2	Describe and extend numeric (+, -) and geometric patterns
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
NY.CCLS.Math.3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
NY.CCLS.Math.3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
NY.CCLS.Math.3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
NY.CCLS.Math.3.MD.5.a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
NY.CCLS.Math.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by

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Alignment ID	Alignment Text
NY.CCLS.Math.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
NY.CCLS.Math.3.MD.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
NY.CCLS.Math.3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
NY.CCLS.Math.3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
NY.CCLS.Math.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NY-3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.
NY-3.MD.2a	Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l).
NY-3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture graph or a scaled bar graph.

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Alignment ID	Alignment Text
NY-3.MD.5.a	Recognize a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
NY-3.MD.5.b	Recognize a plane figure which can be covered without gaps or overlaps by
NY-3.MD.6	Measure areas by counting unit squares.
NY-3.MD.7.d	Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems.
NY-3.MD.8b	Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.
NY-3.G.1	Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.
NY-3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
3.M.3	Measure objects, using ounces and pounds
3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)
3.M.7	Count and represent combined coins and dollars, using currency symbols ($0.00)

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Alignment ID	Alignment Text
3.M.8.a	Whole = 60 minutes
3.M.8.b	½ = 30 minutes
3.M.8.c	¼ = 15 minutes
3.M.9	Tell time to the minute, using digital and analog clocks
3.M.10	Select and use standard (customary) and non-standard units to estimate measurements
3.S.4	Identify the parts of pictographs and bar graphs
3.S.5	Display data in pictographs and bar graphs
3.S.6	State the relationships between pictographs and bar graphs
3.S.7	Read and interpret data in bar graphs and pictographs
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.

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Alignment ID	Alignment Text
3.PS.9	Use trial and error to solve problems
3.PS.10	Use process of elimination to solve problems
3.PS.24	Recognize invalid approaches
3.CM.1	Understand and explain how to organize their thought process
3.CN.6	Recognize the presence of mathematics in their daily lives
NY.CCLS.Math.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
NY.CCLS.Math.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NY-3.OA.7a	Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.
NY-3.OA.8.a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.
3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
3.N.22	Demonstrate fluency and apply single-digit division facts

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Alignment ID	Alignment Text
3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division
3.6.8	determine probabilities of simple events.

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Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
NY.CCLS.Math.PK-12.4	Model with mathematics.
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
NY.CCLS.Math.4.OA.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
NY.CCLS.Math.4.NBT.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
NY.CCLS.Math.4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
NY.CCLS.Math.4.NF.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
NY-4.OA.3.b	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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Alignment ID	Alignment Text
NY-4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
NY-4.OA.5	Generate a number or shape pattern that follows a given rule. Identify and informally explain apparent features of the pattern that were not explicit in the rule itself.
NY-4.NBT.2a	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
NY-4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.
NY-4.NF.2	Compare two fractions with different numerators and different denominators. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.
4.N.1	Skip count by 1,000’s
4.N.3	Compare and order numbers to 10,000
4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations
4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)
4.N.13	Develop an understanding of the properties of odd/even numbers as a result of multiplication

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Alignment ID	Alignment Text
4.N.26	Round numbers less than 1,000 to the nearest tens and hundreds
4.N.27	Check reasonableness of an answer by using estimation
4.A.2	Use the symbols <, >, =, and "not equal to", (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
4.A.4	Describe, extend, and make generalizations about numeric (+, -, x, ÷) and geometric patterns
4.A.5	Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.8	discover patterns in nature, art, music, and literature.
NY.CCLS.Math.4.MD.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
NY.CCLS.Math.4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
NY.CCLS.Math.4.G.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

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Alignment ID	Alignment Text
NY.CCLS.Math.4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
NY-4.MD.1.ii	Know the conversion factor and use it to convert measurements in a larger unit in terms of a smaller unit: ft., in.; km, m, cm; hr., min., sec.
NY-4.MD.1.iii	Given the conversion factor, convert all other measurements within a single system of measurement from a larger unit to a smaller unit.
NY-4.MD.1.iv	Record measurement equivalents in a two-column table.
NY-4.MD.2.a	Solve problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
NY-4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
NY-4.G.2a	Identify and name triangles based on angle size (right, obtuse, acute).
NY-4.G.2b	Identify and name all quadrilaterals with 2 pairs of parallel sides as parallelograms.
NY-4.G.2c	Identify and name all quadrilaterals with four right angles as rectangles.
NY-4.G.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Alignment ID	Alignment Text
4.G.4	Find the area of a rectangle by counting the number of squares needed to cover the rectangle
4.G.5	Define and identify vertices, faces, and edges of three-dimensional shapes
4.G.6	Draw and identify intersecting, perpendicular, and parallel lines
4.M.3.a	12 inches = 1 foot
4.M.3.b	3 feet = 1 yard
4.M.6	Select tools and units appropriate to the capacity being measured (milliliters and liters)
4.S.3	Represent data using tables, bar graphs, and pictographs
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.6	interpret graphs.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
4.PS.1	Explore, examine, and make observations about a social problem or mathematical situation

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Alignment ID	Alignment Text
4.PS.9	Use trial and error to solve problems
4.PS.10	Use process of elimination to solve problems
4.PS.13	Work in collaboration with others to solve problems
4.PS.21	Discuss with peers to understand a problem situation
4.PS.24	Recognize invalid approaches
4.RP.2	Determine whether a mathematical statement is true or false and explain why
4.CN.1	Recognize, understand, and make connections in their everyday experiences to mathematical ideas
4.CN.3	Connect and apply mathematical information to solve problems
4.CN.6	Recognize the presence of mathematics in their daily lives
4.N.15	Select appropriate computational and operational methods to solve problems
NY.CCLS.Math.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY.CCLS.Math.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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

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Alignment ID	Alignment Text
NY.CCLS.Math.4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
NY.CCLS.Math.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NY-4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY-4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.
NY-4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
NY-4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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Alignment ID	Alignment Text
NY-4.NF.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
NY-4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
NY-4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
NY-4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers
4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000
4.N.16	Understand various meanings of multiplication and division
4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)
4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000

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Alignment ID	Alignment Text
4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
4.N.22	Interpret the meaning of remainders
4.N.23	Add and subtract proper fractions with common denominators
4.N.25	Add and subtract decimals to tenths and hundredths using a hundreds chart
4.M.8	Make change, using combined coins and dollar amounts
3.6.8	determine probabilities of simple events.

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Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
NY.CCLS.Math.5.NBT.3.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
NY.CCLS.Math.5.NBT.3.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
NY.CCLS.Math.5.NBT.4	Use place value understanding to round decimals to any place.
NY.CCLS.Math.5.MD.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
NY-5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
NY-5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

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Alignment ID	Alignment Text
NY-5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
NY-5.NBT.4	Use place value understanding to round decimals to any place.
5.N.2	Compare and order numbers to millions
5.N.3.a	10 ones = 1 ten
5.N.3.b	10 tens = 1 hundred
5.N.3.c	10 hundreds = 1 thousand
5.N.3.d	10 thousands = 1 ten thousand
5.N.3.e	10 ten thousands = 1 hundred thousand
5.N.3.f	10 hundred thousands = 1 million
5.N.4	Create equivalent fractions, given a fraction
5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.
5.N.8	Read, write, and order decimals to thousandths

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Alignment ID	Alignment Text
5.N.9	Compare fractions using <, >, or =
5.N.10	Compare decimals using <, >, or =
5.N.13	Calculate multiples of a whole number and the least common multiple of two numbers
5.N.14	Identify the factors of a given number
5.N.15	Find the common factors and the greatest common factor of two numbers
5.N.24	Round numbers to the nearest hundredth and up to 10,000
5.M.3	Measure to the nearest centimeter
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.8	discover patterns in nature, art, music, and literature.
NY.CCLS.Math.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
NY.CCLS.Math.5.MD.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

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Alignment ID	Alignment Text
NY.CCLS.Math.5.MD.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
NY.CCLS.Math.5.MD.3.b	A solid figure which can be packed without gaps or overlaps using
NY.CCLS.Math.5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
NY.CCLS.Math.5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
NY.CCLS.Math.5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
NY-5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
NY-5.MD.1	Convert among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems.
NY-5.MD.3.a	Recognize that a cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
NY-5.MD.3.b	Recognize that a solid figure which can be packed without gaps or overlaps using
NY-5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.

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Alignment ID	Alignment Text
NY-5.G.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
NY-5.G.4	Classify two-dimensional figures in a hierarchy based on properties.
5.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
5.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
5.G.11	Identify and draw lines of symmetry of basic geometric shapes
5.G.13	Plot points to form basic geometric shapes (identify and classify)
5.G.14	Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)
5.M.2	Identify customary equivalent units of length
5.M.4	Identify equivalent metric units of length
5.M.7	Calculate elapsed time in hours and minutes
5.M.9	Determine personal references for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)

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Alignment ID	Alignment Text
5.M.10	Determine personal references for metric units of length
5.M.11	Justify the reasonableness of estimates
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
5.PS.3	Interpret information correctly, identify the problem, and generate possible strategies and solutions
5.PS.9	Understand the basic language of logic in mathematical situations (and, or, not)
5.PS.10	Work in collaboration with others to solve problems
5.PS.12	Use trial and error and the process of elimination to solve problems
5.PS.16	Discuss with peers to understand a problem situation
5.PS.19	Differentiate between valid and invalid approaches

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Alignment ID	Alignment Text
5.CN.1	Understand and make connections and conjectures in their everyday experiences to mathematical ideas
5.CN.3	Connect and apply mathematical information to solve problems
5.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives
NY.CCLS.Math.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
NY.CCLS.Math.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
NY.CCLS.Math.5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY.CCLS.Math.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
NY.CCLS.Math.5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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Alignment ID	Alignment Text
NY.CCLS.Math.5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NY.CCLS.Math.5.NF.4.a	Interpret the product (
NY.CCLS.Math.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
NY.CCLS.Math.5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
NY.CCLS.Math.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
NY.CCLS.Math.5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
NY.CCLS.Math.5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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Alignment ID	Alignment Text
NY-5.NBT.2	Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
NY-5.NBT.5	Fluently multiply multi-digit whole numbers using a standard algorithm.
NY-5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-5.NBT.7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: add and subtract decimals to hundredths; multiply and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.
NY-5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
NY-5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NY-5.NF.4.a	Interpret the product (
NY-5.NF.5.a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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Alignment ID	Alignment Text
NY-5.NF.5.b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence
NY-5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.
NY-5.G.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.
NY-5.G.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.
5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.
5.N.21	Use a variety of strategies to add and subtract fractions with like denominators
5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths
5.N.25	Estimate sums and differences of fractions with like denominators

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Alignment ID	Alignment Text
5.N.26	Estimate sums, differences, products, and quotients of decimals
5.A.4	Solve simple one-step equations using basic whole-number facts
5.G.12	Identify and plot points in the first quadrant
5.S.3	Calculate the mean for a given set of data and use to describe a set of data
3.6.8	determine probabilities of simple events.

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

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
NY-6.NS.4	Find the greatest common factor of two whole numbers less than or equal to 100. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor other than 1. Find the least common multiple of two whole numbers less than or equal to 12.
6.N.2	Define and identify the commutative and associative properties of addition and multiplication
6.N.3	Define and identify the distributive property of multiplication over addition
6.N.4	Define and identify the identity and inverse properties of addition and multiplication
6.N.5	Define and identify the zero property of multiplication
6.N.9	Solve proportions using equivalent fractions
6.N.10	Verify the proportionality using the product of the means equals the product of the extremes
6.N.15	Order rational numbers (including positive and negative)

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

Alignment ID	Alignment Text
6.N.25	Evaluate expressions having exponents where the power is an exponent of one, two, or three
6.N.27	Justify the reasonableness of answers using estimation (including rounding)
3.2.4	recognize the order of whole numbers and commonly used fractions and decimals.
3.3.4	understand the commutative and associative properties.
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
NY.CCLS.Math.6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
NY.CCLS.Math.6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
NY-6.RP.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
NY-6.G.1	Find area of triangles, trapezoids, and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems.
NY-6.G.2	Find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

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Alignment ID	Alignment Text
NY-6.G.5	Use area and volume models to explain perfect squares and perfect cubes.
6.CM.4	Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
6.R.1	Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
6.G.7	Determine the area and circumference of a circle, using the appropriate formula
6.G.8	Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle
6.M.1	Measure capacity and calculate volume of a rectangular prism
6.M.5	Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)
6.M.7	Estimate volume, area, and circumference (see figures identified in geometry strand)
6.S.4	Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)
6.S.7	Read and interpret graphs
3.5.2	select appropriate standard and nonstandard measurement tools in measurement activities.
3.5.3	understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.

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Alignment ID	Alignment Text
3.5.4	estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
3.5.6	use statistical methods such as graphs, tables, and charts to interpret data.
3.7.7	explore and develop relationships among two- and three- dimensional geometric shapes.
NY.CCLS.Math.PK-12.1	Make sense of problems and persevere in solving them.
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK-12.3	Construct viable arguments and critique the reasoning of others.
NY.CCLS.Math.PK-12.5	Use appropriate tools strategically.
6.PS.3	Interpret information correctly, identify the problem, and generate possible strategies and solutions
6.PS.9	Understand the basic language of logic in mathematical situations (and, or, and not)
6.PS.10	Work in collaboration with others to solve problems
6.PS.12	Use trial and error and the process of elimination to solve problems
6.PS.16	Discuss with peers to understand a problem situation
6.PS.18	Determine the efficiency of different representations of a problem

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Alignment ID	Alignment Text
6.PS.19	Differentiate between valid and invalid approaches
6.PS.21	Explain the methods and reasoning behind the problem solving strategies used
6.CN.1	Understand and make connections and conjectures in their everyday experiences to mathematical ideas
6.CN.3	Connect and apply mathematical information to solve problems
6.CN.6	Recognize and provide examples of the presence of mathematics in their daily lives
3.1.2	use patterns and relationships to analyze mathematical situations.
3.1.4	use logical reasoning to reach simple conclusions.
3.3.2	develop strategies for selecting the appropriate computational and operational method in problem-solving situations.
NY.CCLS.Math.6.RP.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
NY.CCLS.Math.6.RP.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
NY.CCLS.Math.6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.

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Alignment ID	Alignment Text
NY.CCLS.Math.6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
NY.CCLS.Math.6.NS.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
NY.CCLS.Math.6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
NY.CCLS.Math.6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
NY.CCLS.Math.6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
NY.CCLS.Math.6.SP.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
NY-6.RP.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
NY-6.RP.3.c	Find a percent of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent.

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Alignment ID	Alignment Text
NY-6.NS.2	Fluently divide multi-digit numbers using a standard algorithm.
NY-6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
NY-6.NS.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
NY-6.NS.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line. Find and position pairs of integers and other rational numbers on a coordinate plane.
NY-6.NS.8	Solve real-world and mathematical problems by graphing points on a coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
NY-6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices. Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
NY-6.SP.5.c	Calculate range and measures of center, as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
NY-6.SP.6	Understand that the probability of a chance event is a number between 0 and 1 inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

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Alignment ID	Alignment Text
6.N.11	Read, write, and identify percents of a whole (0% to 100%)
6.N.12	Solve percent problems involving percent, rate, and base
6.N.16	Add and subtract fractions with unlike denominators
6.N.17	Multiply and divide fractions with unlike denominators
6.N.18	Add, subtract, multiply, and divide mixed numbers with unlike denominators
6.N.26	Estimate a percent of quantity (0% to 100%)
6.G.10	Identify and plot points in all four quadrants
6.S.5	Determine the mean, mode and median for a given set of data
3.3.1	add, subtract, multiply, and divide whole numbers.
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
3.6.8	determine probabilities of simple events.

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
R.5	Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools
R.3.e	Identify specific words causing comprehension difficulties in oral or written language
R.3.f	Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms
R.1.7	Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Alignment ID	Alignment Text
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
3R1	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
3R2	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
3R3	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.
3R4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words.
3R5	In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.
3R6	Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.

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Alignment ID	Alignment Text
3R7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).
3R8	Explain how claims in a text are supported by relevant reasons and evidence.
3R9	Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.
3RF3a	Identify and know the meaning of the most common prefixes and suffixes.
3RF3c	Identify, know the meanings of, and decode words with suffixes.
3RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
3L4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3L4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
R.4.b	Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text

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Alignment ID	Alignment Text
R.4.d	Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)
R.4.f	Listen to or read grade-level texts and ask questions to clarify understanding
R.4.g	Listen to or read grade-level texts and answer literal, inferential, and critical/application questions
R.4.h	Summarize main ideas of informational text and details from imaginative text orally and in writing
W.3.a	Write in response to the reading of imaginative and informational texts
S.1.a	Speak in response to the reading of imaginative and informational texts
2.1.1	read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
2.1.4	use inference and deduction to understand the text
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
R.1.2	Read unfamiliar texts to collect data, facts, and ideas
R.1.4	Locate information in a text that is needed to solve a problem
R.1.5	Identify main ideas and supporting details in informational texts

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Alignment ID	Alignment Text
R.1.8	Relate data and facts from informational texts to prior information and experience
R.1.10	Identify a conclusion that summarizes the main idea
R.1.11	Identify and interpret facts taken from maps, graphs, charts, and other visuals
R.1.12	Use graphic organizers to record significant details from informational texts
R.2.4	Recognize the differences among the genres of stories, poems, and plays
R.2.8	Make predictions, draw conclusions, and make inferences about events and characters
R.3.1.a	the author’s purpose
R.3.1.b	important and unimportant details
R.3.1.d	statements of fact and opinion
R.3.5	Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
L.3.3	Distinguish between fact and opinion
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
3L5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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

Alignment ID	Alignment Text
3L5b	Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
3L6	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
R.11	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
R.3.a	Study categories of words to learn grade-level vocabulary
R.3.c	Connect words and ideas in books to spoken language vocabulary and background knowledge
R.3.d	Learn new vocabulary and concepts indirectly by reading books and other print sources
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
R.2.12	Use knowledge of story structure, story elements, and key vocabulary to interpret stories

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
CCRA.W.11	Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
4W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
R.4.k	Recognize the theme or message of a text
R.2.9	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events
W.2.2.b	describe themes of literary texts
R.2.12	Define the characteristics of different genres, with assistance
R.2.13	Identify literary elements, such as setting, plot, and character, of different genres, with assistance
R.2.16	Identify literary elements, such as setting, plot, and character, of different genres, with assistance
R.3.1.a	the author’s purpose

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

Alignment ID	Alignment Text
2.1.1	read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
R.1.14	Distinguish between fact and opinion, with assistance
R.3.1.d	statements of fact, opinion, and exaggeration, with assistance
L.1.6	Distinguish between fact and opinion, with assistance
L.3.2.a	distinguish between fact, opinion, and exaggeration
R.3.g	Use a thesaurus to identify synonyms and antonyms
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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

Alignment ID	Alignment Text
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
4R1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
4R2	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.
4R3	In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
4R4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words.
4R5	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.

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

Alignment ID	Alignment Text
4R6	In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.
4R7	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.
4R8	Explain how claims in a text are supported by relevant reasons and evidence.
4R9	Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.
4RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
4L5c	Demonstrate understanding of words by relating them to their antonyms and synonyms.
R.5	Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools
R.3.b	Use word structure such as roots, prefixes, and suffixes to determine meaning

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

Alignment ID	Alignment Text
R.4.b	Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text
R.4.c	Work cooperatively with others to determine meaning
R.4.f	Read grade-level texts and answer literal, inferential, and evaluative questions
R.4.g	State a main idea and support it with details from the text
R.5.a	Show interest in a wide range of grade-level texts, both literary and informational
W.3.a	Respond in writing to prompts that follow the reading of literary and informational texts
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
R.1.2	Collect and interpret data, facts, and ideas from unfamiliar texts
R.1.4	Locate information in a text that is needed to solve a problem
R.1.5	Identify a main idea and supporting details in informational texts
R.1.8	Identify a conclusion that summarizes the main idea
R.1.10	Make inferences and draw conclusions on the basis of information from the text, with assistance
R.1.12	Use graphic organizers to record significant details from informational texts

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

Alignment ID	Alignment Text
R.1.13	Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance
R.2.6	Make predictions, draw conclusions, and make inferences about events and characters
R.3.1.c	important and unimportant details
R.3.5	Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
R.3.7.a	a central idea and supporting details
W.2.11	Draw a conclusion about the work, with assistance
L.1.7	Identify information that is implicit, rather than stated, with assistance
S.2.4	Make inferences and draw conclusions
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
4L4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4L5a	Explain the meaning of simple similes and metaphors in context.

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

Alignment ID	Alignment Text
4L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
R.11	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
R.1.c	Identify unfamiliar words using syntactic (grammar) cues
R.3.a	Learn grade-level vocabulary through a variety of means
R.3.d	Acquire new vocabulary by reading books and other print sources
R.3.f	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
R.2.10	Use knowledge of story structure, story elements, and key vocabulary to interpret stories

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
R.1.2	Use the table of contents and indexes to locate information
CCRA.W.11	Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
5W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
R.3.j	Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text
R.2.8	Recognize how different authors treat similar themes
5L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
R.2.5	Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance
L.2.1	Distinguish different genres, such as story, biography, poem, or play, with assistance
5W1c	Use precise language and content-specific vocabulary while writing an argument.

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

Alignment ID	Alignment Text
5W2c	Use precise language and content-specific vocabulary to explain a topic.
R.1.a	Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words
R.2.a	Learn grade-level vocabulary through both direct and indirect means
R.2.2	Define characteristics of different genres
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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

Alignment ID	Alignment Text
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5R1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
5R2	Determine a theme or central idea and explain how it is supported by key details; summarize a text.
5R3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.
5R4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
5R5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
5R6	In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

Alignment ID	Alignment Text
5R7	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
5R8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
5R9	Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.
5RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5SL2	Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).
5L4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5L5a	Interpret figurative language, including similes and metaphors, in context.
5L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
R.1.c	Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words
R.2.b	Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning
R.2.d	Acquire new vocabulary by reading a variety of texts
R.2.e	Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties

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

Alignment ID	Alignment Text
R.2.f	Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources
R.3.b	Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text
R.3.c	Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary
R.3.h	Read grade-level texts and answer literal, inferential, and evaluative questions
R.3.i	State or summarize a main idea and support/elaborate with relevant details
R.3.n	Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations
W.3.a	Respond in writing to prompts that follow the reading of literary and informational texts
W.3.b	Respond to writing prompts that follow listening to literary and informational texts
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning

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

Alignment ID	Alignment Text
R.1.6	Use text features, such as headings, captions, and titles, to understand and interpret informational texts
R.1.9	Distinguish between fact and opinion
R.1.10	Identify information that is implied rather than stated
R.1.13	Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
R.1.14	Make inferences and draw conclusions, on the basis of information from the text, with assistance
R.1.15	Identify information that is implied rather than stated, with assistance
R.3.1.a	a central idea and supporting details
R.3.1.c	statements of fact, opinion, and exaggeration
W.2.2.a	summarize the plot
W.2.2.d	draw a conclusion about the work
L.1.3	Distinguish between fact and opinion
L.1.4	Identify information that is implicit rather than stated

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

Alignment ID	Alignment Text
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
5L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5L5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
5L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
R.2.g	Use a thesaurus to identify synonyms and antonyms

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
R.1.2	Use the table of contents and indexes to locate information
R.2.2	Define characteristics of different genres
R.2.5	Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)
L.2.1	Distinguish different genres, such as story, biography, poem, or play
L.1.3	Distinguish between fact and opinion
R.2.6	Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
R.1.9	Distinguish between fact and opinion
R.3.1.c	statements of fact, opinion, and exaggeration
RI.6.9.a	Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
RH.6-12.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RH.6-12.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Alignment ID	Alignment Text
RH.6-12.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RH.6-12.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RH.6-12.6	Assess how point of view or purpose shapes the content and style of a text.
RH.6-12.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RH.6-12.10	Read and comprehend complex literary and informational texts independently and proficiently.
AS.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
6R1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
6R2	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.
6R3	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.

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

Alignment ID	Alignment Text
6R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
6R5	In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas.
6R6	In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.
6R7	Compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
6R8	Trace and evaluate the development of an argument and specific claims in texts, distinguishing claims that are supported by reasons and relevant evidence from claims that are not.
6R9	Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
6L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).
6L4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

Alignment ID	Alignment Text
6L5a	Interpret figurative language, including personification, in context.
6L5c	Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
AS.R.7	Integrate and evaluate content presented in diverse media and formats, including across multiple texts.
AS.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

Alignment ID	Alignment Text
AS.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RH1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH2	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
RH3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH4	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.
RH5	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
RH6	Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g., rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).
RH7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH8	Distinguish among fact, opinion, and reasoned judgment in a text. Identify and distinguish between a primary and secondary source on the same topic.
RH9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Alignment ID	Alignment Text
RST1	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
RST2	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
RST3	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
RST4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
RST5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST6	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
RST7	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
RST8	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
RST9	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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

Alignment ID	Alignment Text
R.2.f	Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources
R.3.a	Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes
R.3.b	Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read
R.3.d	Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading
R.3.f	State or summarize a main idea and support it or elaborate on it with relevant details
R.3.g	Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text
R.3.h	Read grade-level texts and answer literal, inferential, analytic, and evaluative questions
R.3.i	Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions
R.3.l	Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations
W.3.a	Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts

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

Alignment ID	Alignment Text
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
R.1.3	Read to collect and interpret data, facts, and ideas from multiple sources
R.1.6	Use text features, such as headings, captions, and titles, to understand and interpret informational texts
R.1.10	Identify information that is implied rather than stated
R.1.11	Compare and contrast information about one topic from multiple sources
R.1.13	Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
R.1.14	Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
R.1.15	Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
R.1.17	Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
R.2.1	Read, view, and interpret texts from a variety of genres

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

Alignment ID	Alignment Text
R.2.10	Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
R.2.12	Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
R.3.1.a	a central idea and supporting details
R.3.5.c	evaluate examples, details, or reasons used to support ideas
W.2.2.d	draw a conclusion about the work
W.2.10	Draw conclusions and provide reasons for the conclusions, with assistance
L.1.4	Identify information that is implicit rather than stated
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6L4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
6L5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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

Alignment ID	Alignment Text
6L6	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.
R.1.c	Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words
R.2.a	Extend knowledge of word meaning through direct and indirect means
R.2.g	Use a thesaurus to identify synonyms and antonyms

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
2.2.4	observe the conventions of grammar and usage, spelling, and punctuation
1L1h	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
W.I.1	end punctuation, such as periods
1L2e	Recognize and name end punctuation. → Use end punctuation for sentences.
R.11	Recognize the singular and plural of frequently used words
W.8	Use the singular and plural of high-frequency words
R.5.c	Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
W.H	Use the singular and plural of high-frequency words
1L1o	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
W.9.a	end punctuation, such as periods

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

Alignment ID	Alignment Text
AS.L.1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
1L1c	Use common, proper, and possessive nouns.
1L1d	Use collective nouns (e.g., group).
1L1e	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
1L1f	Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
1L1g	Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
1L1i	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
1L1j	Produce and expand complete sentences in shared language activities.
1L1k	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
1L1m	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
1L1n	Use frequently occurring conjunctions (e.g., and, but, or, so, because). → Use frequently occurring transition words (e.g., first, then, therefore, finally).

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

Alignment ID	Alignment Text
3.2.4	use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing
1L1b	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
1L1l	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
1L5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W.9.b	various parts of speech, such as nouns and adjectives, and verbs
W.I.2	various parts of speech, such as nouns and adjectives, and verbs
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
1RF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1L2f	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
W.5	Capitalize the first words of sentences, the letter "I," and proper nouns, such as names, days of the week, and months

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

Alignment ID	Alignment Text
W.11	Use beginning-of-sentence capitalization and end punctuation
W.3.c	Use conventional capitalization and punctuation to begin and end sentences
W.E	Capitalize the first words of sentences, the letter "I," and proper nouns, such as names, days of the week, and months
W.K	Use beginning-of-sentence capitalization and end punctuation

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
W.5	Capitalize words such as literary titles, holidays, and product names
W.3.f	Use capitalization, punctuation, and spelling rules to produce final products
1.2.7	observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms
2L1k	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
W.4.d	various parts of speech, including personal pronouns
2L1h	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
2L1j	Produce and expand complete sentences in shared language activities.
2L1o	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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

Alignment ID	Alignment Text
2L2e	Recognize and name end punctuation. → Use end punctuation for sentences.
2L2f	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
W.3.b	periods, exclamation points, and question marks
2L1c	Use common, proper, and possessive nouns.
2L1e	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
2L1f	Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).
2L1m	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
2L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
W.3.d	quotation marks for titles and simple dialogue
2L2h	Use an apostrophe to form contractions and frequently occurring possessives.
W.3.c	apostrophes for contractions and singular possessives
R.1.d	Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

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

Alignment ID	Alignment Text
R.4.c	Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary
2L1g	Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).
W.4.b	subject-verb agreement
2L1b	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
2L1l	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2L5c	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
W.4.a	correct tense of regular/irregular verbs

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
W.3.b	periods, exclamation points, and question marks
3L2b	Use correct capitalization.
W.5	Capitalize words such as literary titles, holidays, and product names
3L1e	Form and use regular and irregular plural nouns.
3L1l	Recognize and correct inappropriate shifts in verb tense.
3L1m	Ensure subject-verb and pronoun-antecedent agreement.
W.4.d	various parts of speech, including personal pronouns
W.4.b	subject-verb agreement
3L1a	Produce simple, compound, and complex sentences.
W.4.c	varied vocabulary and sentence structure
3L2h	Form and use possessives.
W.3.c	apostrophes for contractions and singular possessives

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

Alignment ID	Alignment Text
R.1.c	Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)
R.3.b	Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
3L2c	Use commas in addresses.
3L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
3L2e	Use a comma before a coordinating conjunction in a compound sentence.
3L2f	Use a comma to separate an introductory element from the rest of the sentence.
3L2g	Use punctuation to separate items in a series.
3L2k	Use quotation marks or italics to indicate titles of works.
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
W.3.a	commas in a series, in simple/compound sentences, and in friendly letters
W.3.d	quotation marks for titles and simple dialogue

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

Alignment ID	Alignment Text
W.3.g	Review work independently for spelling and conventional capitalization and punctuation
1.2.7	observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms
3L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
3L1g	Form and use regular and irregular verbs.
3L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
3L1i	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
3L1j	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
3L1k	Use verb tense to convey various times, sequences, states, and conditions.
W.4.a	correct tense of regular/irregular verbs

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
4L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4L1a	Produce simple, compound, and complex sentences.
4L1n	Use coordinating and subordinating conjunctions.
4L2e	Use a comma before a coordinating conjunction in a compound sentence.
W.4.c	varied vocabulary and sentence structure
W.3.e	Use grade-level vocabulary and varied sentence structure
W.3.h	Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing
1.2.7	observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms
W.5	Capitalize words such as literary titles, holidays, and product names
2.2.4	observe the conventions of grammar and usage, spelling, and punctuation
W.1.b	Correctly spell words within own writing that follow the spelling patterns of words previously studied

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

Alignment ID	Alignment Text
4L2h	Form and use possessives.
4L1l	Recognize and correct inappropriate shifts in verb tense.
4L1e	Form and use regular and irregular plural nouns.
4L1g	Form and use regular and irregular verbs.
4L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
4L1i	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
4L1j	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
4L1k	Use verb tense to convey various times, sequences, states, and conditions.
W.4.a	correct tense of regular/irregular verbs
W.4.d	various parts of speech, including personal pronouns
W.3.g	Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense
4L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
4L1o	Use and identify prepositional phrases.

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

Alignment ID	Alignment Text
4L1m	Ensure subject-verb and pronoun-antecedent agreement.
W.4.b	subject-verb agreement
4L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
4L2k	Use quotation marks or italics to indicate titles of works.
W.3.b	periods, exclamation points, and question marks
W.3.d	quotation marks for titles and simple dialogue
4L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
4L1c	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
5L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
5L1a	Produce simple, compound, and complex sentences.
5L1n	Use coordinating and subordinating conjunctions.
5L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
1.2.7	observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms
W.7.b	capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events
5L1e	Form and use regular and irregular plural nouns.
5L1l	Recognize and correct inappropriate shifts in verb tense.
5L1g	Form and use regular and irregular verbs.
5L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
5L1i	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
5L1j	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

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

Alignment ID	Alignment Text
5L1k	Use verb tense to convey various times, sequences, states, and conditions.
5L2h	Form and use possessives.
5L1m	Ensure subject-verb and pronoun-antecedent agreement.
W.8.b	simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents
5W2b	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
5L2k	Use quotation marks or italics to indicate titles of works.
5L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
5L1o	Use and identify prepositional phrases.
5L2c	Use commas in addresses.
5L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
5L2e	Use a comma before a coordinating conjunction in a compound sentence.
5L2f	Use a comma to separate an introductory element from the rest of the sentence.

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

Alignment ID	Alignment Text
5L2g	Use punctuation to separate items in a series.
W.7.a	punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/ underlining for titles
5L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
5L1c	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
W.8.a	parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
4.N.25	Add and subtract decimals to tenths and hundredths using a hundreds chart
NY.CCLS.Math.4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
NY-4.NBT.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.
4.N.14	Use a variety of strategies to add and subtract numbers up to 10,000
4.N.16	Understand various meanings of multiplication and division
NY.CCLS.Math.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY.CCLS.Math.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
NY.CCLS.Math.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

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

Alignment ID	Alignment Text
NY-4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.
NY-4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)
4.N.19	Use a variety of strategies to multiply two-digit numbers by two-digit numbers (with and without regrouping)
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY.CCLS.Math.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.N.20	Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000

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

Alignment ID	Alignment Text
4.N.21	Use a variety of strategies to divide two-digit dividends by one-digit divisors (with and without remainders)
4.N.22	Interpret the meaning of remainders
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
NY.CCLS.Math.5.MD.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
3.3.4	understand the commutative and associative properties.
NY.CCLS.Math.5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
NY-5.NBT.5	Fluently multiply multi-digit whole numbers using a standard algorithm.
5.N.16	Use a variety of strategies to multiply three-digit by three-digit numbers Note: Multiplication by anything greater than a three-digit multiplier/ multiplicand should be done using technology.
5.A.4	Solve simple one-step equations using basic whole-number facts
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY.CCLS.Math.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
NY.CCLS.Math.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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

Alignment ID	Alignment Text
NY-5.NBT.2	Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
NY-5.NBT.7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: add and subtract decimals to hundredths; multiply and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.
5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths
5.N.26	Estimate sums, differences, products, and quotients of decimals
5.N.17	Use a variety of strategies to divide three-digit numbers by one- and two-digit numbers Note: Division by anything greater than a two-digit divisor should be done using technology.
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
NY-1.OA.6b	Fluently add and subtract within 10.
NY.CCLS.Math.1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
NY.CCLS.Math.1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NY-1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
NY.CCLS.Math.1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
NY-1.OA.1	Use addition and subtraction within 20 to solve one step word problems involving situations of adding to, taking from, putting together, taking apart, and/or comparing, with unknowns in all positions.
1.N.28	Demonstrate fluency and apply addition and subtraction facts to and including 10
3.3.3	know single digit addition, subtraction, multiplication, and division facts.

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

Alignment ID	Alignment Text
1.N.2	Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten
1.N.17.a	10 ones = 1 ten
1.N.17.b	10 tens = 1 hundred
1.S.3	Display data in simple pictographs for quantities up to 20 with units of one
3.2.1	use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
3.2.2	use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.
3.2.3	relate counting to grouping and to place-value.
NY.CCLS.Math.1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
NY-1.NBT.4	Add within 100, including a two-digit number and a one-digit number; a two-digit number and a multiple of 10. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. Relate the strategy to a written representation and explain the reasoning used.

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

Alignment ID	Alignment Text
1.N.27	Use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping
1.N.29	Understand that different parts can be added to get the same whole
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
NY-2.OA.2b	Know from memory all sums within 20 of two one-digit numbers.
2.N.15	Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)
2.N.17	Demonstrate fluency and apply addition and subtraction facts up to and including 18
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY-2.OA.2a.i	counting on;
NY-2.OA.2a.ii	making ten;
NY-2.OA.2a.iii	decomposing a number leading to a ten;
NY-2.OA.2a.iv	using the relationship between addition and subtraction; and
2.N.6.a	10 ones = 1 ten
2.N.6.b	10 tens = 1 hundred
NY.CCLS.Math.2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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

Alignment ID	Alignment Text
NY.CCLS.Math.2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
NY.CCLS.Math.2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NY.CCLS.Math.2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
NY.CCLS.Math.2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
NY-2.OA.1a	Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
NY-2.OA.1b	Use addition and subtraction within 100 to develop an understanding of solving two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
NY-2.OA.2a.v	creating equivalent but easier or known sums.
NY-2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NY-2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

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

Alignment ID	Alignment Text
NY-2.NBT.7a	Add and subtract within 1000, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written representation.
NY-2.NBT.7b	Understand that in adding or subtracting up to three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds.
2.N.16	Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping
2.N.18	Use doubling to add 2-digit numbers
2.N.19	Use compensation to add 2-digit numbers
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
3.N.4.a	10 ones = 1 ten
3.N.4.b	10 tens = 1 hundred
3.N.4.c	10 hundreds = 1 thousand
3.2.3	relate counting to grouping and to place-value.
3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
W.12	Use legible print and/or cursive writing
W.2.b	Write legibly all uppercase and lowercase cursive letters
W.2.a	Use legible print and/or cursive writing

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
KL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
1L1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
W.3	Use spacing between letters and words when writing on a line
W.4	Write recognizable upper- and lowercase letters in manuscript
W.1.b	Use spacing between letters and words when writing on a line
W.3.a	Write legibly some uppercase and lowercase letters
W.2.a	Write legibly most uppercase and lowercase manuscript letters
W.C	Use spacing between letters and words when writing on a line
W.D	Write recognizable upper- and lowercase letters in manuscript

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
NY.CCLS.Math.5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
NY.CCLS.Math.5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
NY-5.NF.4.b	Find the area of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
NY-5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
5.N.13	Calculate multiples of a whole number and the least common multiple of two numbers
5.N.14	Identify the factors of a given number
5.N.4	Create equivalent fractions, given a fraction
5.N.15	Find the common factors and the greatest common factor of two numbers
5.N.19	Simplify fractions to lowest terms

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

Alignment ID	Alignment Text
5.N.5	Compare and order fractions including unlike denominators (with and without the use of a number line) Note: Commonly used fractions such as those that might be indicated on ruler, measuring cup, etc.
5.N.9	Compare fractions using <, >, or =
NY.CCLS.Math.5.NF.3	Interpret a fraction as division of the numerator by the denominator (
NY-5.NF.3	Interpret a fraction as division of the numerator by the denominator (
5.N.20	Convert improper fractions to mixed numbers, and mixed numbers to improper fractions
5.N.21	Use a variety of strategies to add and subtract fractions with like denominators
5.N.25	Estimate sums and differences of fractions with like denominators
NY.CCLS.Math.5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
NY.CCLS.Math.5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NY-5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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

Alignment ID	Alignment Text
NY-5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.N.22	Add and subtract mixed numbers with like denominators
NY.CCLS.Math.5.NF.4.a	Interpret the product (
NY.CCLS.Math.5.NF.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
NY.CCLS.Math.5.NF.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
NY.CCLS.Math.5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
NY-5.NF.4.a	Interpret the product (
NY-5.NF.5.a	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
NY-5.NF.5.b	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case). Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence

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

Alignment ID	Alignment Text
NY-5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers.
NY.CCLS.Math.5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
NY.CCLS.Math.5.NF.7.c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
NY-5.NF.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
NY-5.NF.7.c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions.
NY.CCLS.Math.5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
NY.CCLS.Math.5.NBT.3.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
NY-5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
NY-5.NBT.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
NY.CCLS.Math.5.NBT.3.	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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

Alignment ID	Alignment Text
NY-5.NBT.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.N.8	Read, write, and order decimals to thousandths
5.N.10	Compare decimals using <, >, or =
NY.CCLS.Math.5.NBT.4	Use place value understanding to round decimals to any place.
NY-5.NBT.4	Use place value understanding to round decimals to any place.
5.N.24	Round numbers to the nearest hundredth and up to 10,000
NY.CCLS.Math.5.NBT.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
NY.CCLS.Math.5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
NY-5.NBT.2	Use whole-number exponents to denote powers of 10. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

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

Alignment ID	Alignment Text
NY-5.NBT.7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: add and subtract decimals to hundredths; multiply and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.
5.N.23	Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths
5.N.26	Estimate sums, differences, products, and quotients of decimals

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
NY.CCLS.Math.4.NF.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
NY.CCLS.Math.4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NY-4.NF.4.c	Solve word problems involving multiplication of a whole number by a fraction.
NY-4.MD.2.a	Solve problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
NY-4.MD.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.N.7	Develop an understanding of fractions as locations on number lines and as divisions of whole numbers
3.2.1	use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
NY.CCLS.Math.4.NF.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
NY-4.NF.3.c	Add and subtract mixed numbers with like denominators.
NY.CCLS.Math.4.NF.1	Explain why a fraction

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

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

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Alignment ID	Alignment Text
NY-4.NF.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.
NY-4.NF.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
NY-4.NF.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
4.N.8	Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations
4.N.9	Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)
4.N.23	Add and subtract proper fractions with common denominators
4.A.2	Use the symbols <, >, =, and "not equal to", (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
3.2.2	use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.
3.2.4	recognize the order of whole numbers and commonly used fractions and decimals.

0545200873 Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
NY-3.OA.7b	Know from memory all products of two one-digit numbers.
3.N.19	Develop fluency with single-digit multiplication facts
NY.CCLS.Math.3.MD.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
NY.CCLS.Math.3.MD.5.b	A plane figure which can be covered without gaps or overlaps by
NY.CCLS.Math.3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
NY.CCLS.Math.3.MD.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
NY.CCLS.Math.3.MD.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
NY-3.MD.5.a	Recognize a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
NY-3.MD.5.b	Recognize a plane figure which can be covered without gaps or overlaps by

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

Alignment ID	Alignment Text
NY-3.MD.6	Measure areas by counting unit squares.
NY-3.MD.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
NY-3.MD.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side length
NY.CCLS.Math.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
NY.CCLS.Math.3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
NY.CCLS.Math.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
NY.CCLS.Math.3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
NY-3.OA.1	Interpret products of whole numbers.
NY-3.OA.2	Interpret whole-number quotients of whole numbers.
NY-3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

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

Alignment ID	Alignment Text
NY-3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
3.N.13	Recognize fractional numbers as equal parts of a whole
3.N.22	Demonstrate fluency and apply single-digit division facts
3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division
3.3.3	know single digit addition, subtraction, multiplication, and division facts.
NY.CCLS.Math.3.OA.6	Understand division as an unknown-factor problem.
NY-3.OA.6	Understand division as an unknown-factor problem.
NY.CCLS.Math.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
NY.CCLS.Math.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NY-3.OA.7a	Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.

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

Alignment ID	Alignment Text
NY-3.OA.8.a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.
3.3.1	add, subtract, multiply, and divide whole numbers.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
3.N.6	Use and explain the commutative property of addition and multiplication
4.N.17	Use multiplication and division as inverse operations to solve problems
NY.CCLS.Math.3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
NY.CCLS.Math.3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
NY.CCLS.Math.4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
NY.CCLS.Math.4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
NY-3.OA.8.a	Represent these problems using equations or expressions with a letter standing for the unknown quantity.

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

Alignment ID	Alignment Text
NY-4.OA.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.
NY-4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY.CCLS.Math.4.OA.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
NY.CCLS.Math.4.NF.4.a	Understand a fraction
NY.CCLS.Math.4.NF.4.b	Understand a multiple of
NY-4.OA.4	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
NY-4.NF.4.a	Understand a fraction
NY-4.NF.4.b	Understand a multiple of
NY.CCLS.Math.3.OA.5	Apply properties of operations as strategies to multiply and divide.

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

Alignment ID	Alignment Text
NY-3.OA.5	Apply properties of operations as strategies to multiply and divide.
3.N.7	Use 1 as the identity element for multiplication
3.N.8	Use the zero property of multiplication
NY.CCLS.Math.3.OA.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
NY.CCLS.Math.3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
NY.CCLS.Math.4.OA.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY.CCLS.Math.4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
NY-3.OA.1	Interpret products of whole numbers.
NY-3.OA.7a	Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.
NY-3.OA.7b	Know from memory all products of two one-digit numbers.

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

Alignment ID	Alignment Text
NY-4.OA.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
NY-4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
3.N.19	Develop fluency with single-digit multiplication facts
3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
4.N.16	Understand various meanings of multiplication and division
4.N.18	Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without regrouping)
3.3.1	add, subtract, multiply, and divide whole numbers.
3.3.3	know single digit addition, subtraction, multiplication, and division facts.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
NY.CCLS.Math.PK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.
NY.CCLS.Math.PK.G.2	Correctly name shapes regardless of size.
NY.CCLS.Math.PK.G.3	Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).
NY.CCLS.Math.K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
NY.CCLS.Math.K.G.2	Correctly name shapes regardless of their orientations or overall size.
NY-PK.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, and next to.
NY-PK.G.2	Name shapes regardless of size.
NY-PK.G.3	Explore two- and three-dimensional objects and use informal language to describe their similarities, differences, and other attributes.
NY-K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
NY-K.G.2	Name shapes regardless of their orientation or overall size.
3.7.7	explore and develop relationships among two- and three- dimensional geometric shapes.
NY.CCLS.Math.K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
NY-K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.
PK.N.7	Recognize numerals (0-5)
K.N.9	Write numbers 1-10 to represent a collection
NY.CCLS.Math.K.CC.1	Count to 100 by ones and by tens.
NY.CCLS.Math.K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
NY-PK.CC.1	Count to 20.
NY-K.CC.1	Count to 100 by ones and by tens.
NY-K.CC.2	Count to 100 by ones beginning from any given number (instead of beginning at 1).
3.2.4	recognize the order of whole numbers and commonly used fractions and decimals.
NY.CCLS.Math.PK-12.7	Look for and make use of structure.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
NY.CCLS.Math.PK-12.8	Look for and express regularity in repeated reasoning.
NY.CCLS.Math.PK.OA.2	Duplicate and extend (eg., What comes next?) simple patterns using concrete objects.
NY-PK.OA.2	Duplicate and extend simple patterns using concrete objects.
NY-K.OA.6	Duplicate, extend, and create simple patterns using concrete objects.
K.A.1	Use a variety of manipulatives to create patterns using attributes of color, size, or shape
K.A.2	Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or ABAABAAAB)
3.7.1	recognize, describe, extend, and create a wide variety of patterns.
3.7.5	use a variety of manipulative materials and technologies to explore patterns.
3.7.8	discover patterns in nature, art, music, and literature.
NY.CCLS.Math.PK.CC.5	Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies.1 (1: up to 5 objects)
NY.CCLS.Math.K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
NY.CCLS.Math.K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

0545200857 Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
NY-PK.CC.5	Recognize whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group.
NY-K.CC.6	Identify whether the number of objects in one group is greater than (more than), less than (fewer than), or equal to (the same as) the number of objects in another group.
K.N.10	Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10
NY.CCLS.Math.PK-12.2	Reason abstractly and quantitatively.
NY.CCLS.Math.PK.CC.1	Count to 20.
NY.CCLS.Math.PK.CC.3.	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
NY.CCLS.Math.PK.CC.3.	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
NY.CCLS.Math.PK.CC.4	Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.
NY.CCLS.Math.K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
NY.CCLS.Math.K.CC.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

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Alignment ID	Alignment Text
NY.CCLS.Math.K.CC.4.c	Understand that each successive number name refers to a quantity that is one larger.
NY.CCLS.Math.K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
NY.CCLS.Math.K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
NY.CCLS.Math.K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
NY-PK.CC.3.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)
NY-PK.CC.4a	Answer counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 5 objects in a scattered configuration.
NY-PK.CC.4b	Given a number from 1–10, count out that many objects.
NY-K.CC.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)
NY-K.CC.4.b	Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.

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Alignment ID	Alignment Text
NY-K.CC.4.c	Understand the concept that each successive number name refers to a quantity that is one larger.
NY-K.CC.5a	Answer counting questions using as many as 20 objects arranged in a line, a rectangular array, and a circle. Answer counting questions using as many as 10 objects in a scattered configuration.
NY-K.CC.5b	Given a number from 1–20, count out that many objects.
NY-K.OA.1	Represent addition and subtraction using objects, fingers, pennies, drawings, sounds, acting out situations, verbal explanations, expressions, equations, or other strategies.
NY-K.MD.3	Classify objects into given categories; count the objects in each category and sort the categories by count.
PK.CN.2	Use counting strategies to solve problems in their daily lives
PK.N.1	Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)
PK.N.2	Count out (produce) a collection of a specified size 1 to 10
PK.S.3	Count and compare groups formed (quantify groups formed)
K.CN.2	Use counting strategies to solve problems in their daily lives
K.N.1	Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.N.2	Count out (produce) a collection of a specified size 1 to 10
K.N.3	Numerically label a data set of 1 to 5
K.N.6	Represent collections with a finger pattern up to 10
K.S.2	Help to make simple pictographs for quantities up to 10, where one picture represents 1
K.S.5	Identify more, less, and same amounts from pictographs or concrete models
3.2.1	use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
NY.CCLS.Math.PK.CC.3.	Understand that each successive number name refers to a quantity that is one larger.
PK.N.5	Draw pictures or other informal symbols to represent a spoken number up to 5
K.N.7	Draw pictures or other informal symbols to represent a spoken number up to 10

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
3.1.4	evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully
R.3.2.a	identify what they know, want to know, and have learned about a specific story, theme, or topic
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1R2	Identify a main topic or central idea in a text and retell important details.
1R6	Describe how illustrations and details support the point of view or purpose of the text.
1R7	Use illustrations and details in literary and informational texts to discuss story elements and/or topics.
1R8	Identify specific information an author or illustrator gives that supports ideas in a text.
R.2.2.f	distinguish between what is real and what is imaginary
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.6.g	Sequence events in retelling stories
R.2.2.e	retell a story

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

Alignment ID	Alignment Text
R.3.2.c	change the sequence of events in a story to create a different ending
W.2.2.c	list a sequence of events in a story
R.6.i	Follow simple written instructions
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
1L5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1L5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1L5c	Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).
R.5.b	Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
R.2.2.b	predict what might happen next in a story read aloud or independently
R.2.2.c	draw conclusions from a story
R.3.2.b	predict what could happen next or the outcome of a story or article
R.6.b	Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text

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

Alignment ID	Alignment Text
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
1RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.16	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
R.2.e	Check accuracy of decoding using context to monitor and self-correct
R.5.e	Learn new words indirectly from reading books and other print sources
R.P	Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.2.2.d	identify characters, settings, and events in a story
R.3.2.f	identify the characters in a story and explain what each contributes to the events of the story

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

Alignment ID	Alignment Text
W.2.2.a	express feelings about characters or events in one or more stories
L.2.1.c	identify a character, setting, plot
L.2.1.e	identify specific people, places, and events
2.1.1	read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
R.7.a	Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts
R.7.b	Read voluntarily familiar grade-level texts

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
2L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
R.1.9	Identify a conclusion that summarizes the main idea, with assistance
R.1.10	Select books to meet informational needs, with assistance
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
AS.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
2SL2	Recount or describe key ideas or details of diverse texts and formats.
R.5.j	Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing
R.3.1.b	important and unimportant details
W.3.2	State a main idea and provide supporting details from the text
L.1.2	Identify essential details, with assistance
L.1.4	Identify main ideas and supporting details, with assistance

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

Alignment ID	Alignment Text
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2L5a	Identify real-life connections between words and their use.
2L5b	Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).
R.5.b	Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text
R.4	Use self-monitoring strategies, such as rereading and cross-checking
R.5	Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools
R.5.e	Compare and contrast similarities and differences among characters and events across stories
R.5.f	Compare and contrast similarities and differences in information from more than one informational text
R.1.8	Compare and contrast information on one topic from two different sources, with assistance
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Alignment ID	Alignment Text
R.11	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
R.1.e	Check accuracy of decoding using context to monitor and self-correct
R.4.b	Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.2.10	Use specific evidence from stories to describe characters and relate sequences of events, with assistance
W.2.2.b	describe literary elements, such as plot and characters, with assistance
W.3.5	Analyze and evaluate the author’s use of plot and character in written and visual text
L.2.1	Identify elements of character, plot, and setting to understand the author’s message, with assistance
S.2.2	Describe characters
S.3.1	Explain the reasons for a character’s actions, considering the situation

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

Alignment ID	Alignment Text
W.2.1.b	use rhythm and rhyme to create short poems and songs, with assistance
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
R.13	Read with increasing fluency and confidence from a variety of texts
R.6.a	Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts
W.2.3	Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance
RL.2.11	Make connections between self, text, and the world around them (text, media, social interaction).
AS.R.9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
2R1	Develop and answer questions to demonstrate an understanding of key ideas and details in a text.
2R2	Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
2R3	In literary texts, describe how characters respond to major events and challenges. In informational texts, describe the connections between ideas, concepts, or a series of events.
2R4	Explain how words and phrases in a text suggest feelings and appeal to the senses.

0545200830 Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
2R5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
2R6	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text.
2R7	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features.
2R8	Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.
2R9	Make connections between self and text (texts and other people/world).
2.1.1	read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
R.2.1	Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance
R.2.3	Read print-based and electronic literary texts silently on a daily basis for enjoyment
R.2.4	Recognize differences among the genres of stories, poems, and plays, with assistance
R.2.5	Relate characters in literature to own lives, with assistance
R.2.6	Explain the difference between fact and fiction, with assistance

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

Alignment ID	Alignment Text
R.2.8	Make predictions and draw conclusions and inferences about characters, with assistance
R.2.13	Summarize main ideas and supporting details from literary text, both orally and in writing, with assistance
R.3.2	Compare characters in literary works

0545200822 Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
R.4.a	Read grade-level texts with comprehension and for different purposes
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3R2	Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
3R8	Explain how claims in a text are supported by relevant reasons and evidence.
R.4.h	Summarize main ideas of informational text and details from imaginative text orally and in writing
R.1.10	Identify a conclusion that summarizes the main idea
R.1.12	Use graphic organizers to record significant details from informational texts
R.2.14	Summarize main ideas and supporting details from imaginative texts, both orally and in writing
R.3.1.b	important and unimportant details
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Alignment ID	Alignment Text
3L6	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).
R.3.b	Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning
R.3.c	Connect words and ideas in books to spoken language vocabulary and background knowledge
R.3.d	Learn new vocabulary and concepts indirectly by reading books and other print sources
R.3.f	Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms
1.1.6	support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns
R.2.12	Use knowledge of story structure, story elements, and key vocabulary to interpret stories
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3R3	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.
R.2.11	Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events

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

Alignment ID	Alignment Text
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
R.11	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
R.4.l	Infer underlying theme or message of written text
S.2.4	Make inferences
3L5b	Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
R.3.a	Study categories of words to learn grade-level vocabulary
R.3.1.d	statements of fact and opinion
L.3.3	Distinguish between fact and opinion
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Alignment ID	Alignment Text
R.2.8	Make predictions, draw conclusions, and make inferences about events and characters
R.5	Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools
R.4.b	Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
R.4.d	Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)
W.3.10	Use ideas from two sources of information to generalize about causes, effects, or other relationships
3R5	In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.
R.13	Read with increasing fluency and confidence from a variety of texts
R.5.a	Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
AS.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4R3	In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.
4SL3	Identify and evaluate the reasons and evidence a speaker provides to support particular points.
R.5.a	Show interest in a wide range of grade-level texts, both literary and informational
L.1.2	Identify a main idea, essential details, and supporting details
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
AS.L.6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
4RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Alignment ID	Alignment Text
4L4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
R.11	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
R.3.e	Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties
R.3.f	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
R.5	Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools
R.4.b	Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.2.9	Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events

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

Alignment ID	Alignment Text
R.1.12	Use graphic organizers to record significant details from informational texts
R.2.4	Relate the setting, plot, and characters in literature to own lives
R.2.13	Identify literary elements, such as setting, plot, and character, of different genres, with assistance
R.2.16	Identify literary elements, such as setting, plot, and character, of different genres, with assistance
W.2.2.a	describe literary elements such as plot, setting, and characters
W.2.3	Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
W.2.9	Describe the characters and explain how they change, with assistance
W.3.6	Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
S.2.3	Describe characters, setting, and plot
R.2.10	Use knowledge of story structure, story elements, and key vocabulary to interpret stories
4R5	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.
4R8	Explain how claims in a text are supported by relevant reasons and evidence.

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

Alignment ID	Alignment Text
R.4.g	State a main idea and support it with details from the text
R.3.1.c	important and unimportant details
R.3.7.a	a central idea and supporting details
4W7	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
4R1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
R.1.10	Make inferences and draw conclusions on the basis of information from the text, with assistance
R.2.6	Make predictions, draw conclusions, and make inferences about events and characters
W.2.11	Draw a conclusion about the work, with assistance
S.2.4	Make inferences and draw conclusions
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
4R2	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.
R.1.14	Distinguish between fact and opinion, with assistance
R.3.1.d	statements of fact, opinion, and exaggeration, with assistance
L.1.6	Distinguish between fact and opinion, with assistance
L.3.2.a	distinguish between fact, opinion, and exaggeration
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
R.3.1.a	the author’s purpose
L.2.1	Identify elements of character, plot, and setting to understand the author’s message or intent

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
AS.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
5R2	Determine a theme or central idea and explain how it is supported by key details; summarize a text.
5R3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.
5R8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
R.3.i	State or summarize a main idea and support/elaborate with relevant details
R.1.13	Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
R.3.1.a	a central idea and supporting details
R.3.1.b	details that are primary and those that are less important
5L3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
R.1.7	Recognize organizational formats to assist in comprehension of informational texts

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

Alignment ID	Alignment Text
S.1.6	Compare and contrast information
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
AS.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
AS.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
5R4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
5RF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5L4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
R.1.c	Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

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

Alignment ID	Alignment Text
R.2.f	Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources
1.1.5	make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
2.1.5	read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5R1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
R.3.g	Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions
R.1.14	Make inferences and draw conclusions, on the basis of information from the text, with assistance
W.2.2.d	draw a conclusion about the work
5R5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.

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

Alignment ID	Alignment Text
R.2.6	Identify literary elements, such as setting, plot, and character, of different genres
R.2.9	Identify the ways in which characters change and develop throughout a story
W.2.2.b	describe the characters and how they change
L.2.2	Identify a character's motivation
R.1.9	Distinguish between fact and opinion
R.3.1.c	statements of fact, opinion, and exaggeration
L.1.3	Distinguish between fact and opinion
AS.R.6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
1L2e	Recognize and name end punctuation. → Use end punctuation for sentences.
1L2f	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
W.5	Capitalize the first words of sentences, the letter "I," and proper nouns, such as names, days of the week, and months
W.11	Use beginning-of-sentence capitalization and end punctuation
W.E	Capitalize the first words of sentences, the letter "I," and proper nouns, such as names, days of the week, and months
W.I.1	end punctuation, such as periods
W.K	Use beginning-of-sentence capitalization and end punctuation
2.2.4	observe the conventions of grammar and usage, spelling, and punctuation
1L1b	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

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

Alignment ID	Alignment Text
1L1l	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1RF1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
W.9.a	end punctuation, such as periods
1SL6	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.
1L1j	Produce and expand complete sentences in shared language activities.
1L1o	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
S.5	Speak in complete sentences when required
S.E	Speak in complete sentences when required

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

Alignment ID	Alignment Text
1L1m	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
1L5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W.9.b	various parts of speech, such as nouns and adjectives, and verbs
W.I.2	various parts of speech, such as nouns and adjectives, and verbs
W.2.2.b	describe characters, settings, or events
S.2.9	Describe familiar persons, places, or objects
AS.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
AS.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
1W3	Write narratives which recount real or imagined experiences or events or a short sequence of events.
1.2.3	use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
R.3.2.c	change the sequence of events in a story to create a different ending
W.2.2.c	list a sequence of events in a story

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

Alignment ID	Alignment Text
W.4.b	Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend)
R.7.c	Show familiarity with title and author of grade-level books
R.6.g	Sequence events in retelling stories

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
W.5	Capitalize words such as literary titles, holidays, and product names
2L2f	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
2.2.4	observe the conventions of grammar and usage, spelling, and punctuation
S.4	Speak in grammatically correct sentences
S.1.9	Use complete sentences, using age- and content-appropriate vocabulary
S.2.6	Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation
AS.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
2L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
R.6	Recognize the difference between phrases and sentences
W.4.3	Use the tone, vocabulary, and sentence structure of informal conversation, with assistance

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

Alignment ID	Alignment Text
2SL4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2L1m	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
2L5b	Use words for identification and description, making connections between words and their use (e.g., describe foods that are spicy or juicy).
2L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2L1j	Produce and expand complete sentences in shared language activities.
2L1n	Use frequently occurring conjunctions (e.g., and, but, or, so, because). → Use frequently occurring transition words (e.g., first, then, therefore, finally).
2L1o	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
W.4.b	subject-verb agreement
W.4.c	varied vocabulary and sentence structure
2L2g	Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.

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

Alignment ID	Alignment Text
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
2L1b	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
2L1l	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2L5c	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
W.4.a	correct tense of regular/irregular verbs
2R5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.
W.6	Write sentences in logical order and create paragraphs to develop ideas
W.3.e	Write sentences in logical order and use paragraphs to organize topics
2.1.3	understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives
L.2.1	Identify elements of character, plot, and setting to understand the author's message, with assistance

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

Alignment ID	Alignment Text
AS.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
2W3	Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
W.2.1.a	create characters, simple plot, and setting, with assistance
2L2e	Recognize and name end punctuation. → Use end punctuation for sentences.
W.9	Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
W.3.f	Use capitalization, punctuation, and spelling rules to produce final products
4.2.1	exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
4.2.2	adjust their vocabulary and style to take into account the nature of the relationship and the knowledge an interests of the person receiving the message

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
S.4	Speak in grammatically correct sentences
S.1.7	Use complete sentences, using age- and content-appropriate vocabulary
S.2.9	Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
3L2b	Use correct capitalization.
W.3.e	Use grade-level vocabulary and sentence patterns in writing
3W3a	Establish a situation and introduce a narrator and/or characters.
3W3b	Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.2.1.a	contain characters, simple plot, and setting
W.2.1.d	use vivid language
W.2.1.e	use descriptive language to create an image

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

Alignment ID	Alignment Text
3L1a	Produce simple, compound, and complex sentences.
3L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
3L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.a	correct tense of regular/irregular verbs
W.4.b	subject-verb agreement
W.4.c	varied vocabulary and sentence structure
3L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
W.4.d	various parts of speech, including personal pronouns
W.2.1.c	use dialogue
W.4.4	Use the tone, vocabulary, and sentence structure of informal conversation
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
3L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.

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

Alignment ID	Alignment Text
3L2g	Use punctuation to separate items in a series.
3L2k	Use quotation marks or italics to indicate titles of works.
W.3.c	apostrophes for contractions and singular possessives
W.3.g	Review work independently for spelling and conventional capitalization and punctuation
3.2.4	use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing
W.9	Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
W.3.d	Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
W.8	Develop an idea within a brief text
AS.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3W2b	Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
AS.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Alignment ID	Alignment Text
W.6	Write sentences in logical order and create paragraphs to develop ideas
W.3.f	Write sentences in logical order and use paragraphs to organize topics
1.2.6	use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts
W.1.3	State a main idea and support it with facts and details
W.1.4	Use organizational patterns such as compare/contrast and time/order for expository writing
W.3.8	Use effective vocabulary in expository writing
4.2.1	exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
4.2.2	adjust their vocabulary and style to take into account the nature of the relationship and the knowledge an interests of the person receiving the message

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
4L2b	Use correct capitalization.
4L1a	Produce simple, compound, and complex sentences.
W.4.b	subject-verb agreement
W.4.d	various parts of speech, including personal pronouns
4L2c	Use commas in addresses.
4L2e	Use a comma before a coordinating conjunction in a compound sentence.
4L2f	Use a comma to separate an introductory element from the rest of the sentence.
4L2g	Use punctuation to separate items in a series.
R.7	Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension
W.3.e	Use grade-level vocabulary and varied sentence structure
W.3.h	Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing
4L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.

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

Alignment ID	Alignment Text
4L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
S.4	Speak in grammatically correct sentences
S.1.6	Use complete sentences, using age- and content-appropriate vocabulary
S.2.7	Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation
AS.L.1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
W.10	Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting
AS.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
1.2.4	use details, examples, anecdotes, or personal experiences to explain or clarify information
W.1.2	State a main idea and support it with details
W.3.8	Use details from stories or informational texts to predict, explain, or show relationships between information and events
AS.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

Alignment ID	Alignment Text
4W1b	Use precise language and content-specific vocabulary.
4W1c	Use transitional words and phrases to connect ideas within categories of information.
4W1d	Provide a concluding statement or section related to the argument presented.
3.2.1	express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence
3.2.2	present arguments for certain views or actions with reference to specific criteria that support the argument (e.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost)
3.2.4	use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing
AS.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4W2a	Introduce a topic clearly and organize related information in paragraphs and sections.
4W2b	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
4W2d	Use transitional words and phrases to connect ideas within categories of information.

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

Alignment ID	Alignment Text
4W2e	Provide a concluding statement or section related to the information or explanation presented.
1.2.1	present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts
W.1.8	Compare and contrast ideas and information from two sources
4W1a	Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.
W.7	Use an organizational format that reflects a beginning, middle, and end
W.3.f	Develop ideas by writing sentences that are in logical order and organized into paragraphs
3.2.3	monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact)
W.1.3	Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing
W.3.9	Use ideas from two or more sources of information to generalize about causes, effects, or other relationships
W.6	Write sentences in logical order and create paragraphs to develop ideas

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

Alignment ID	Alignment Text
4L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
4L1g	Form and use regular and irregular verbs.
4L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
4L1i	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
4L1j	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
4L1k	Use verb tense to convey various times, sequences, states, and conditions.
4L3a	Choose words and phrases to convey ideas precisely.
4L3b	Choose punctuation for effect.
W.4.a	correct tense of regular/irregular verbs
W.4.c	varied vocabulary and sentence structure
W.2.1.b	use vivid and playful language
4L5a	Explain the meaning of simple similes and metaphors in context.
W.3.j	Begin to use literary devices such as simile and figurative language

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

Alignment ID	Alignment Text
R.2.14	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance
R.3.1.d	statements of fact, opinion, and exaggeration, with assistance
L.3.2.a	distinguish between fact, opinion, and exaggeration
AS.W.4	Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
4W3a	Establish a situation and introduce a narrator and/or characters.
4W3b	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
4W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
4L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
4L2k	Use quotation marks or italics to indicate titles of works.
W.2.5	Use resources such as personal experiences and themes from the text and performances to stimulate own writing

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

Alignment ID	Alignment Text
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.W.5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
4W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
4W5	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
4.2.1	exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
S.1.2	Interview peers
5W3a	Establish a situation and introduce a narrator and/or characters.
W.2.1.d	develop characters and establish a plot
5L1m	Ensure subject-verb and pronoun-antecedent agreement.
5L1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
5L2b	Use correct capitalization.
W.7.b	capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events
5L2c	Use commas in addresses.
5L2e	Use a comma before a coordinating conjunction in a compound sentence.
5L2f	Use a comma to separate an introductory element from the rest of the sentence.
5L2g	Use punctuation to separate items in a series.
5L1n	Use coordinating and subordinating conjunctions.

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

Alignment ID	Alignment Text
W.8.a	parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections
5L1a	Produce simple, compound, and complex sentences.
5L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
5L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
5W2e	Provide a concluding statement or section related to the information or explanation presented.
5W3e	Provide a conclusion that follows from the narrated experiences or events.
AS.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
1.2.4	use details, examples, anecdotes, or personal experiences to explain or clarify information
AS.L.2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
W.8.b	simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents
5W2c	Use precise language and content-specific vocabulary to explain a topic.

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

Alignment ID	Alignment Text
5W3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
AS.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5W1a	Introduce a precise claim and organize the reasons and evidence logically.
5W1b	Provide logically ordered reasons that are supported by facts and details from various sources.
5W1c	Use precise language and content-specific vocabulary while writing an argument.
5W1d	Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.
5W1e	Provide a concluding statement or section related to the argument presented.
5W1f	Maintain a style and tone appropriate to the writing task.
5W2b	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
W.3.5	Use information and ideas from other subject areas and personal experiences to form and express opinions
W.1.6	Adopt an organizational format, such as chronological order, that is appropriate for informational writing
W.5.4.a	Produce text (print or nonprint) that explores a variety of cultures and perspectives.

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

Alignment ID	Alignment Text
AS.R.1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
AS.W.5	Draw evidence from literary or informational texts to support analysis, reflection, and research.
5W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
5W5	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
W.4.d	Publish writing in a variety of presentation or display mediums, for a variety of audiences
4.2.1	exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
W.4.1	Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups
AS.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
5W2a	Introduce a topic clearly, provide a general focus, and organize related information logically.
W.3.i	Review writing independently in order to revise for focus, development of ideas, and organization

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

Alignment ID	Alignment Text
W.3.j	Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing
W.1.7	Use paragraphing to organize ideas and information, with assistance
5W2f	Establish a style aligned to a subject area or task.
1.2.2	select a focus, organization, and point of view for oral and written presentations
W.2.1.f	establish consistent point of view (e.g., first or third person) with assistance
W.3.g	Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
W.3.h	Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing
1.2.6	use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts
W.3.1	Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing
5W3b	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
5L2d	Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.

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

Alignment ID	Alignment Text
W.7.a	punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/ underlining for titles
W.3.l	Adjust style of writing, voice, and language used according to purpose and intended audience
5L3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
R.2.7	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
R.3.1.c	statements of fact, opinion, and exaggeration
W.2.2.e	interpret the impact of literary devices, such as simile and personification
L.2.3	Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts
5L5a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
W.12	Use legible print and/or cursive writing
W.2.b	Write legibly all uppercase and lowercase cursive letters
W.2.a	Use legible print and/or cursive writing

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
KL1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
1L1a	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
W.3	Use spacing between letters and words when writing on a line
W.4	Write recognizable upper- and lowercase letters in manuscript
W.1.b	Use spacing between letters and words when writing on a line
W.3.a	Write legibly some uppercase and lowercase letters
W.2.a	Write legibly most uppercase and lowercase manuscript letters
W.C	Use spacing between letters and words when writing on a line
W.D	Write recognizable upper- and lowercase letters in manuscript

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
KRF3d	Read common high-frequency words by sight.
R.6	Alphabetize high-frequency words according to the first letter
R.11	Recognize the singular and plural of frequently used words
R.4.b	Recognize and identify some sight words
R.4.c	Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)
R.F	Alphabetize high-frequency words according to the first letter
R.H	Use beginning and ending consonants, as well as vowel sounds, to identify words
R.I	Recognize the different sounds that make up a word
R.K	Recognize the singular and plural of frequently used words
R.L	Recognize own name and the names of friends and family in print
L.1.2	Identify words on a chart, with assistance

Alignment ID	Alignment Text