0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
1.1.PK.B.CC1	Differentiate between numbers and letters and letters and words.
1.1.PK.B.CC2	Recognize and name some upper and lower case letters of the alphabet.
1.1.PK.D.CC1	Associate some letters with their names and sounds.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.5.6.b	Create letter forms using various materials
1.5.6.c	Print letters in name using letter-like forms or conventional print
1.1.2.a	Identify upper and lower case letters
1.1.2.c	Create words and letters
1.1.5.c	Use phonics to decode words while reading
1.2.EQ	How do I identify the parts of books and stories? How do I use a variety of texts to learn new information? How do I make predictions about a variety of texts?
CC.1.1.PK.B.1	Differentiate between numbers and letters and letters and words.
CC.1.1.PK.B.2	Recognize and name some uppercase and lowercase letters of the alphabet.

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
CC.1.1.K.B.2	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.1.1.K.B.4	Recognize and name all upper- and lowercase letters of the alphabet.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
2.3.PK.A.1.CC4	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).
2.3.PK.A.2.CC4	Use simple shapes to compose larger shapes.
2.9.BI	Children identify, name and describe a variety of shapes that are presented in many ways.
2.9.1.a	Identify and name common two- and three-dimensional geometric shapes
CC.2.3.K.A.1	Identify and describe two- and three-dimensional shapes.
2.1.PK.A.1.CC1	Name numerals up to 10.
2.1.PK.A.1.CC2	Rote count up to 20.
2.1.PK.A.1.CC3	Match a numeral to a set of 0-10 objects.
2.1.PK.A.1.CC4	Represent a number of objects with a written numeral 0-10.
2.1.PK.A.1.CC5	Differentiate numerals from letters.
2.1.PK.A.1.CC6	Counts on when a specific number is provided.
2.1.PK.A.2.CC1	Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to six.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.1.PK.A.2.CC2	Use one-to-one correspondence when counting to 10.
2.1.PK.A.2.CC4	Use counting and numbers as part of play and as a means for determining quantity.
2.1.PK.A.3.CC3	Compare two numbers between 1 and 5 when presented as written numerals.
2.1.PK.MP.CC1	Engage in numerical play.
2.1.PK.MP.CC2	Persist in numerical play.
2.1.PK.MP.CC3	When prompted, communicate thinking while engaged in numerical play.
2.1.PK.MP.CC4	Talk and listen to peers during numerical play.
2.1.PK.MP.CC5	Use common forms of numerical representation (e.g., fingers, tally marks, dots).
2.2.PK.MP.CC6	Use common forms of numerical representation (e.g., fingers, tally marks, dots).
2.1.1.b	Rote count to 20
2.1.2.b	Differentiate numerals from letters
2.1.3.b	Match a numeral to a set 0 to 5
2.8.2.a	Practice and count using numbers as a means of determining quantity
2.1.1.a	Rote count by whole numbers to 100 by ones

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.1.1.c	Read and write whole numbers 0 – 20
2.1.2.a	Use concrete objects to represent quantities up to and including twenty
2.1.3.a	Use concrete objects to separate a set into two equal parts
2.1.3.d	Match numerals to sets of objects
2.1.6.a	Analyze numbers
2.1.6.b	Visually quantify zero to five objects
2.2.2.a	Separate concrete objects into groups
2.2.2.b	Represent addition and subtraction in every day situations using up to ten concrete objects
2.2.4.a	Estimate how many objects are in a set/group up to and including twenty objects
2.2.4.b	Check estimate by counting the number of objects
CC.2.1.PreK.A.1	Know number names and the count sequence.
CC.2.1.PreK.A.2	Count to tell the number of objects.
CC.2.2.PreK.A.1	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CC.2.1.K.A.1	Know number names and write and recite the count sequence.
CC.2.1.K.A.2	Apply one-to-one correspondence to count the number of objects.
2.1.PK.A.3.CC1	Create sets of objects with same and different amounts.
2.1.PK.A.3.CC2	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.
2.1.PK.A.3.CC4	Practice use of mathematical vocabulary to compare numbers of objects.
2.4.PK.A.2.CC3	Count and compare the quantities of each category to describe which category has "more of"/"less of" the attribute.
2.1.1.e	Use vocabulary to compare numbers of objects with teacher support
2.1.EQ	Why do I need to be able to count objects? How do I use numbers every day? How can I record what I count?
2.1.1.d	Count up to 20 objects using one to one correspondence
2.1.1.f	Use vocabulary independently to compare number of objects
2.1.1.g	Tell what number comes before or after (up to 20)
2.5.2.a	Communicate the findings from the problem solving process using math vocabulary

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.6.3.a	Compare groups of one to ten objects to determine more or less
2.8.1.a	Compare concrete objects to show equal or not equal
2.8.6.a	Describe data on classroom graphs using numerical math language
2.8.3.b	Recognize and extend simple patterns
2.8.3.a	Recognize, describe, extend and transfer patterns
2.8.3.c	Identify and create complex patterns using numerous objects
1.2.PK.G.CC2	Match pictures to ideas, objects, or steps in a sequence.
1.4.PK.P.CC2	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).
1.4.PK.P.CC3	Respond with a logical sequence of events when asked "what" their story is about.
2.4.PK.A.1.CC6	Use ordinal number words to describe the position of objects (first, second, last).
2.1.BI	Mathematic knowledge is built through active manipulation in the areas of numbers and operations by organizing, representing and comparing numbers.
2.1.3.c	Use ordinal number words to describe the position of objects
2.3.2.d	Order events based on time

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.11.1.a	Order whole numbers (0-20) from least to greatest value
1.2.5.a	Make predictions about story content using prior knowledge, title, illustrations and story sequence
1.5.3.a	Write words or simple sentences in a logical order
CC.1.4.PK.P	Recount a single event and tell about the events in the order in which they occurred.
CC.2.1.PreK.A.3	Compare numbers.
CC.2.1.K.A.3	Apply the concept of magnitude to compare numbers and quantities.
2.4.PK.A.1.CC7	Compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference.
2.3.1.a	Practice measuring by attributes
2.3.BI	Learners will identify attributes, units or systems of measurement and apply a variety of tools to explore the distance, weight, length, height, time and temperature of objects.
2.3.EQ	What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?
2.3.2.b	Determine the length and height of objects with nonstandard units
2.3.2.c	Practice naming the instruments used for measuring time, length, weight, volume, and temperature

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.3.6.b	Practice estimating distance/length/ weight based on experience
CC.2.4.PreK.A.1	Describe and compare measurable attributes of length and weight of everyday objects.
CC.2.4.K.A.1	Describe and compare attributes of length, area, weight, and capacity of everyday objects.
2.9.1.c	Determine the attributes of basic shapes
2.9.1.b	Compare the attributes of shapes
CC.2.3.PreK.A.1	Identify and describe shapes.
2.3.PK.A.1.CC3	Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.
2.9.3.a	Practice using directionality independently
2.9.3.b	Use position words to describe the location of objects
2.3.PK.A.2.CC1	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
2.4.PK.A.1.CC1	Recognize attributes of objects that can be measured.
2.3.4.a	Group objects according to common properties
2.6.2.a	Organize and display objects by one attribute

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.4.EQ	Why do I think my estimation is appropriate? How do I decide what connection there are between object?
CC.2.3.PreK.A.2	Analyze, compare, create, and compose shapes.
CC.2.3.K.A.2	Analyze, compare, create, and compose two- and three-dimensional shapes.
1.1.PK.A.CC3	Use pointers or finger to track print on charts, posters, environmental print or in books.
1.1.PK.D.CC2	Identify familiar words and environmental print.
2.3.PK.A.1.CC2	Recognize and describe the attributes of geometric figures.
2.5.1.a	Use both familiar and new strategies for solving problems
2.2.BI	Students link concepts and procedures as they develop and use computational techniques, including estimation and mental arithmetic, to seek reasonable answers.
2.4.2.a	Identify connections between objects to help with problem solving
2.5.EQ	How do I apply a variety of concepts, processes and skills to solve problems? How do I communicate ideas or solutions with mathematical concepts? How do I present mathematical ideas using words, symbols visual display or technology?
2.8.BI	Learners discover how objects are related to each other using models, patterns and functions involving numbers, shapes, and graphs in problem solving situations.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.8.EQ	How do I respond to routines? How do I use manipulatives to show relationships? What patterns can I create and describe?
1.1.2.e	Identify familiar words and environmental print
2.3.PK.A.1.CC1	Describe objects in the environment using names of shapes.
2.4.PK.A.1.CC5	Sort and order by one attribute.
2.4.PK.A.2.CC1	Classify up to 10 objects using one attribute into categories.
2.9.EQ	What makes shapes different from each other? What shapes can we see in our environment? How do shapes fit together and come apart? What attributes do shapes possess? How can shapes be sorted?
2.1.6.d	Create a sorting method
2.3.4.b	Group objects according to common properties
CC.2.4.PreK.A.4	Classify objects and count the number of objects in each category.
CC.2.4.K.A.4	Classify objects and count the number of objects in each category.
1.1.3.c	Match vocabulary to picture clues
1.1.5.b	Apply knowledge of letters, words, and sounds to read simple sentences
1.1.2.b	Associate the names of letters with their shapes and sounds

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CC.1.1.PK.D.1	Associate some letters with their names and sounds.
CC.1.1.K.D.1	Demonstrate basic knowledge of one-to-one letter-sound correspondence.
1.1.PK.B.CC1	Differentiate between numbers and letters and letters and words.
1.1.PK.B.CC2	Recognize and name some upper and lower case letters of the alphabet.
1.1.PK.D.CC1	Associate some letters with their names and sounds.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.5.6.b	Create letter forms using various materials
1.5.6.c	Print letters in name using letter-like forms or conventional print
1.1.2.a	Identify upper and lower case letters
1.1.2.c	Create words and letters
1.1.5.c	Use phonics to decode words while reading
1.2.EQ	How do I identify the parts of books and stories? How do I use a variety of texts to learn new information? How do I make predictions about a variety of texts?
CC.1.1.PK.B.1	Differentiate between numbers and letters and letters and words.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CC.1.1.PK.B.2	Recognize and name some uppercase and lowercase letters of the alphabet.
CC.1.1.K.B.2	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.1.1.K.B.4	Recognize and name all upper- and lowercase letters of the alphabet.
1.1.PK.C.CC1	Recognize rhyming words.
1.3.4.a	Recognize rhyming words in works of literature with teacher support
CC.1.1.PK.C.1	Recognize rhyming words and when two or more words begin with the same sound (alliteration).
CC.1.1.K.C.1	Recognize and produce rhyming words.
1.3.PK.E.CC5	Differentiate between real and make-believe.
1.2.3.a	Differentiate between real and make-believe

SCHOLASTIC

Success With Workbooks State Standards

054520092X   Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
1.1.PK.B.CC1	Differentiate between numbers and letters and letters and words.
CC.1.1.PK.B.1	Differentiate between numbers and letters and letters and words.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.1.2.f	Identify basic sight words
1.1.3.a	Describe pictures in detail using sentences
1.1.4.b	Describe illustrations showing action
1.1.5.e	Recognize common sight words with automaticity
1.1.PK.C.CC1	Recognize rhyming words.
1.1.PK.C.CC4	Isolate and pronounce initial sounds.
1.3.4.a	Recognize rhyming words in works of literature with teacher support
CC.1.1.PK.C.1	Recognize rhyming words and when two or more words begin with the same sound (alliteration).
CC.1.1.PK.C.4	Isolate and pronounce initial sounds.
CC.1.1.K.C.1	Recognize and produce rhyming words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
CC.1.1.K.C.4	Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
1.2.PK.G.CC1	Retell a simple sequence in a text using picture support.
1.2.PK.G.CC2	Match pictures to ideas, objects, or steps in a sequence.
1.3.PK.A.CC1	Retell a story in sequential order using various materials.
1.4.PK.P.CC2	Understand that a single event is made up of a series of smaller events that are in a sequence (before, next, end).
1.4.PK.P.CC3	Respond with a logical sequence of events when asked "what" their story is about.
1.1.4.c	Retell a simple story in sequence with picture support
1.2.5.a	Make predictions about story content using prior knowledge, title, illustrations and story sequence
1.5.3.a	Write words or simple sentences in a logical order
CC.1.4.PK.P	Recount a single event and tell about the events in the order in which they occurred.
1.3.PK.E.CC5	Differentiate between real and make-believe.
1.2.3.a	Differentiate between real and make-believe
1.2.PK.J.CC1	Talk about pictures using new vocabulary words or phrases.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
1.3.PK.J.CC1	Talk about pictures using new vocabulary words or phrases.
1.1.3.b	Practice new vocabulary with teacher assistance
1.2.PK.J.CC2	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.
1.2.PK.J.CC3	Begin to use new vocabulary when asking questions or describing situations or objects.
1.3.PK.J.CC2	Use new vocabulary in the context of dramatic play, daily routines, and classroom conversations.
1.3.PK.J.CC3	Begin to use new vocabulary when asking questions or describing situations or objects.
CC.1.3.PK.J	Use new vocabulary and phrases acquired in conversations and being read to.
CC.1.2.K.K	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.
CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.
CC.1.3.K.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
1.1.3.d	Use new vocabulary in spoken and written language
CC.1.2.PK.J	Use new vocabulary and phrases acquired in conversations and being read to.

SCHOLASTIC

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
1.1.PK.D.CC2	Identify familiar words and environmental print.
1.2.PK.K.CC1	Recognize words or phrases that are unfamiliar to them.
1.3.PK.I.CC1	Recognize words or phrases that are unfamiliar to them.
1.1.2.e	Identify familiar words and environmental print
1.1.EQ	How do I select text to lean about specific information? Do I read for a variety of purposes? How do I recognize new words in print? How can I build vocabulary? How do I read to learn and understand information?
1.1.2.d	Identify and produce a variety of patterned words
1.1.3.c	Recognize vocabulary words in print
CC.1.1.PK.D.2	Identify familiar words and environmental print.
CC.1.1.K.D.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CC.1.2.K.J	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
1.1.PK.C.CC1	Recognize rhyming words.
1.3.4.a	Recognize rhyming words in works of literature with teacher support
CC.1.1.PK.C.1	Recognize rhyming words and when two or more words begin with the same sound (alliteration).
CC.1.1.K.C.1	Recognize and produce rhyming words.
1.1.PK.B.CC2	Recognize and name some upper and lower case letters of the alphabet.
1.1.2.a	Identify upper and lower case letters
CC.1.1.PK.B.2	Recognize and name some uppercase and lowercase letters of the alphabet.
CC.1.1.K.B.4	Recognize and name all upper- and lowercase letters of the alphabet.
1.1.PK.B.CC1	Differentiate between numbers and letters and letters and words.
1.1.PK.C.CC4	Isolate and pronounce initial sounds.
1.1.PK.D.CC1	Associate some letters with their names and sounds.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.1.2.c	Differentiate words and letters

SCHOLASTIC

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
1.1.5.b	Apply knowledge of letters, words, and sounds to read simple sentences
1.1.2.b	Associate the names of letters with their shapes and sounds
1.2.EQ	How do I identify the parts of books and stories? How do I use a variety of texts to learn new information? How do I make predictions about a variety of texts?
CC.1.1.PK.B.1	Differentiate between numbers and letters and letters and words.
CC.1.1.PK.C.4	Isolate and pronounce initial sounds.
CC.1.1.PK.D.1	Associate some letters with their names and sounds.
CC.1.1.K.B.2	Recognize that spoken words are represented in written language by specific sequences of letters.
CC.1.1.K.C.4	Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
CC.1.1.K.D.1	Demonstrate basic knowledge of one-to-one letter-sound correspondence.
CC.1.1.K.D.2	Associate the long and short sounds with common spellings for the five major vowels.
CC.1.1.K.D.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
1.1.PK.B.CC2	Recognize and name some upper and lower case letters of the alphabet.
1.1.2.a	Identify upper and lower case letters
CC.1.1.PK.B.2	Recognize and name some uppercase and lowercase letters of the alphabet.
CC.1.1.K.B.4	Recognize and name all upper- and lowercase letters of the alphabet.
CC.1.1.K.C.4	Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
1.1.PK.B.CC1	Differentiate between numbers and letters and letters and words.
1.1.PK.D.CC1	Associate some letters with their names and sounds.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.1.2.c	Differentiate words and letters
1.1.5.b	Apply knowledge of letters, words, and sounds to read simple sentences
1.1.2.b	Associate the names of letters with their shapes and sounds
1.1.5.c	Use phonics to decode words while reading

Success With Workbooks State Standards

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
CC.1.1.PK.B.1	Differentiate between numbers and letters and letters and words.
CC.1.1.PK.D.1	Associate some letters with their names and sounds.
CC.1.1.K.D.1	Demonstrate basic knowledge of one-to-one letter-sound correspondence.
CC.1.1.K.D.2	Associate the long and short sounds with common spellings for the five major vowels.
CC.1.1.K.D.4	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
EX2.4.d	Explain and identify how a set or group of items has been sorted.
2.1.G	Use concrete objects to count, order and group to 100
2.1.H	Demonstrate an understanding of one-to-one correspondence up to 100
2.1.I	Apply place-value concepts and numeration to counting and ordering numbers up to 100
CC.2.1.1.B.1	Extend the counting sequence to read and write numerals to represent objects.
2.1.C	Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols to 100
2.9.A	Name and label geometric shapes in two and three dimensions (e.g., circle, square, triangle, rectangle, sphere, cube, pyramid and prism)
2.9.C	Create two- and three-dimensional shapes
2.9.D	Find and describe geometric figures in real life
2.10.A	Identify and give examples of corner angles
2.10.B	Identify a triangle that has one corner. Recognize that a line drawn from one vertex to the opposite vertex in a rectangle or square divides it into two triangles, each with a corner angle

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.2.3.1.A.1	Compose and distinguish between two- and three-dimensional shapes based on their attributes.
2.1.F	Apply number patterns (even and odd) and compare numbers on the hundred chart
2.8.B	Identify the rule for a repeating pattern that could be extended infinitely
EX2.8.b	Describe a repeating pattern and be able to extend it beyond the pattern shown.
EX2.8.d	Create their own repeating pattern and be able to describe the pattern.
2.9.E	Identify and draw lines of symmetry in geometric figures
2.9.F	Identify lines of symmetry in nature
2.1.A	Count using whole numbers to 100 by 1's, 2's, 5's, 10's and 25's
2.1.L	Demonstrate knowledge of basic addition and subtraction facts
2.2.A	Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping)
2.2.B	Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping)
2.1.E	Count, compare and make change up to one dollar using a collection of coins (pennies, nickels, dimes and quarters)
2.3.A	Compare two objects using direct comparison

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
EX2.3.i	Compare the capacities of cups, pints and quarts.
2.3.B	Estimate, measure and compare the lengths of objects using non-standard units
2.3.C	Estimate, measure and compare the lengths of objects using standard units of measure
CC.2.4.1.A.1	Order lengths and measure them both indirectly and by repeating length units.
2.6.A	Formulate and answer questions that can be proven with data (bar graphs, pictographs and/or tally charts)
2.6.B	Collect, organize and display relevant data to answer questions
CC.2.4.1.A.4	Represent and interpret data using tables/charts.
2.1.B	Use whole numbers and fractions (halves, thirds and fourths) to represent quantities
2.1.D	Use drawings or models to show the concept of a fraction as part of a whole
CC.2.3.1.A.2	Use the understanding of fractions to partition shapes into halves and quarters.
2.3.E	Tell time (analog and digital) to the minute
CC.2.4.1.A.2	Tell and write time to the nearest half hour using both analog and digital clocks.
2.3.D	Determine and compare lengths of time

Success With Workbooks State Standards

0545200709   Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.1.A	Count using whole numbers to 1000 by 1's, 2's, 5's, 10's and 25's
2.1.G	Use concrete objects to count, order and group to 1000
EX2.1.a	Count, read and write whole numbers from 1 through 100.
EX2.1.n	Describe when we use ordinal numbers.
2.1.I	Apply place-value concepts and numeration to counting, ordering and grouping numbers up to 1000
EX2.1.d	Represent a given number less than or equal to 1000 in various ways (e.g. tallies, numerals, hundreds, tens and ones, addition and subtraction, etc.).
CC.2.1.2.B.1	Use place-value concepts to represent amounts of tens and ones and to compare three digit numbers.
CC.2.1.2.B.2	Use place-value concepts to read, write, and skip count to 1000.
CC.2.1.2.B.3	Use place-value understanding and properties of operations to add and subtract within 1000.
2.8.B	Identify/describe the rule for a repeating pattern or number sequence
EX2.8.c	Extend patterns to find a particular position.
2.1.F	Apply number patterns (even and odd) and compare numbers on the hundred chart

SCHOLASTIC

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.8.A	Recognize and extend repeating patterns based on an attribute (size, shape, color) or number
2.8.C	Find a missing element(s) in a pattern of numbers or shapes
2.9.C	Draw two- and three-dimensional shapes
2.9.A	Name and label geometric shapes in two and three dimensions (e.g. circle, sphere, square, cube, triangle, pyramid, rectangle, prism)
2.9.D	Find and describe geometric figures in real life
2.9.E	Identify and draw lines of symmetry in geometric figures
2.9.I	Predict how shapes can be changed by combining or dividing them
EX2.9.g	Recognize and represent geometric shapes and solids in structures in the environment and specify their locations.
2.10.A	Identify and give examples of right angles in real life objects
2.10.B	Identify a right triangle and right angle
CC.2.3.2.A.1	Analyze and draw two- and three-dimensional shapes having specified attributes.
2.2.B	Solve addition problems with 3 two-digit numbers with regrouping
EX2.2.c	Find the solution to addition problems with 3 two-digit numbers with regrouping.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.1.L	Demonstrate knowledge of basic addition and subtraction facts
CC.2.2.2.A.2	Use mental strategies to add and subtract within 20.
2.2.A	Solve addition and subtraction problems in everyday situations with two- and three-digit numbers, with or without regrouping
2.2.C	Solve subtraction problems with double-digit numbers with regrouping
2.2.H	Explain and describe the computation process in regrouping
EX2.2.a	Find the solution to addition and subtraction problems with two and three-digit numbers.
EX2.2.b	Describe when regrouping is necessary.
EX2.2.d	Find the solution to subtraction problems with double-digit numbers with regrouping.
EX2.2.k	Explore and state the concept of regrouping as making a set of ten from 10 ones.
2.1.M	Use various models to demonstrate the concept of multiplication
2.2.D	Use repeated addition, arrays and counting by multiples to demonstrate the concept of multiplication
EX2.2.e	Understand multiplication as repeated addition and arrays.
CC.2.2.2.A.3	Work with equal groups of objects to gain foundations for multiplication.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.2.E	Use repeated subtraction and equal sharing to demonstrate the concept of division
EX2.2.f	Understand division as repeated subtraction and sharing.
EX2.3.a	Collect two objects and compare them by a defined attribute (length, capacity or weight).
2.8.D	Choose the correct operation (addition or subtraction) and write an equation to solve a story problem
2.8.G	Explain how solutions to equations or missing addends are determined
EX2.8.f	Progress from the use of manipulative/ drawings to the use of symbols and equations to solve story problems.
EX2.5.b	Create addition word problems.
EX2.5.j	Analyze/solve different types of problems using addition and subtraction.
EX2.4.d	Explain and identify how a set or group of items has been sorted.
2.3.D	Tell time (analog and digital) to the minute
CC.2.4.2.A.2	Tell and write time to the nearest five minutes using both analog and digital clocks.
2.3.E	Determine appropriate unit of measure
EX2.3.d	Estimate and measure the lengths and heights of objects to the nearest inch or feet.

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Alignment ID	Alignment Text
EX2.3.e	Estimate and measure the lengths and/or heights of objects in inches, feet or yards using a 12 inch ruler or yardstick.
EX2.3.f	Estimate and measure the length of objects in centimeters and meters using a meter stick.
EX2.4.f	Select an appropriate unit and/or tool for the attribute being measured in 15 minute intervals.
CC.2.4.2.A.1	Measure and estimate lengths in standard units using appropriate tools.
EX2.3.k	Estimate, measure and compare the weights of different objects using a balance scale.
EX2.3.l	Compare and estimate the weights of objects in ounces and pounds.
EX2.4.a	Compare and/or order objects according to length, weight or volume.
2.3.A	Compare measurable characteristics of different objects on the same dimensions (time, temperature, area, length, weight, capacity and perimeter)
2.3.F	Use concrete objects to determine area and perimeter
EX2.3.g	Estimate and determine the distance around (perimeter) a shape using nonstandard units (paper clips) and standard units (inches).
2.6.A	Formulate and answer questions that can be proven with data (bar graphs, pictographs, tally charts and/or tables)
2.6.B	Interpret, construct and draw conclusions from bar graphs, pictographs, tally charts and/or tables

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Alignment ID	Alignment Text
EX2.6.a	Read and compare data (bar graphs, pictographs, tally charts and/or tables). Use concepts of greatest (maximum) and least (minimum).
EX2.6.d	Interpret and construct bar graphs, pictographs and/or tables with scales greater than one as well as tally charts.
CC.2.4.2.A.4	Represent and interpret data using line plots, picture graphs, and bar graphs.
2.1.D	Use drawings or models to show the concept of a fraction as part of a whole
EX2.1.c	Match the fraction to the corresponding model (concrete and /or pictorially).
EX2.1.e	Identify fractional parts of a region or set.
EX2.1.f	Represent a given fraction (sixths, eighths) using drawings or concrete materials.
CC.2.3.2.A.2	Use the understanding of fractions to partition shapes into halves, quarters, and thirds.

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
M3.A.1.1.1	Match the word name with the appropriate whole number (up through 9,999).
M3.A.3.2.1	Estimate sums and differences of quantities; round 2-digit numbers to the nearest 10, and 3-digit numbers to the nearest 100, before computing (limit to two numbers).
M03.A-T.1.1.1	Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
M3.E.1.2.2	Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally charts, bar graphs and tables.
M03.D-M.2.1.1	Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).
M03.D-M.2.1.2	Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).
M03.D-M.2.1.4	Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.
M3.E.1.1.1	Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.
M3.E.1.1.2	Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.
CC.2.4.3.A.4	Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.

SCHOLASTIC

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M3.A.3.1.2	Solve problems involving multiplication through the 9's tables through 9x5.
M03.B-O.1.2.1	Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
CC.2.2.3.A.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.
M3.A.3.1.1	Solve single- and double- digit addition and subtraction problems with and without regrouping in vertical or horizontal form.
M3.A.3.1.3	Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.
M03.A-T.1.1.2	Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
M03.B-O.1.1.1	Interpret and/or describe products of whole numbers (up to and including 10 × 10).
M03.B-O.1.1.2	Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).
M03.B-O.3.1.1	Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
CC.2.2.3.A.3	Demonstrate multiplication and division fluency.

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Alignment ID	Alignment Text
M3.A.1.2.1	Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).
M3.A.1.2.2	Create a drawing or set that represents a given fraction (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).
M03.A-F.1.1.1	Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
M03.A-F.1.1.3	Recognize and generate simple equivalent fractions (limit the denominators to 1, 2, 3, 4, 6, and 8 and limit numerators to whole numbers less than the denominator).
M03.A-F.1.1.4	Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8).
M03.C-G.1.1.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CC.2.1.3.C.1	Explore and develop an understanding of fractions as numbers.
CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
M3.A.1.3.1	Count a collection of bills and coins less than $5.00 (penny, nickel, dime, quarter, dollar). Money may be represented as 15 cents, 15¢ or $0.15.

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Alignment ID	Alignment Text
M03.D-M.1.3.2	Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).
M3.B.1.1.1	Tell/show time (analog) to the minute.
M3.B.1.1.2	Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).
M03.D-M.1.1.1	Tell, show, and/or write time (analog) to the nearest minute.
CC.2.4.3.A.2	Tell and write time to the nearest minute and solve problems by calculating time intervals.
M3.B.2.1.1	Use a ruler (provided) to measure to the nearest ½ inch.
M03.D-M.1.2.3	Use a ruler to measure lengths to the nearest quarter inch or centimeter.
M03.D-M.2.1.3	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.
CC.2.4.3.A.6	Solve problems involving perimeters of polygons and distinguish between linear and area measures.
M3.B.1.2.1	Select an appropriate unit for the attribute being measured.
M3.B.1.2.2	Compare and/or order objects according to length, area, or weight.
CC.2.4.3.A.1	Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.

Success With Workbooks State Standards

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Alignment ID	Alignment Text
M3.C.1.1.2	Name/identify geometric shapes in three dimensions (sphere, cube, cylinder, cone, pyramid, rectangular prism).
M03.C-G.1.1.1	Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.
M3.C.1.1.1	Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).
M03.C-G.1.1.2	Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
CC.2.3.3.A.1	Identify, compare, and classify shapes and their attributes.
M3.D.1.1.1	Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
M4.A.1.1.4	Write whole numbers in expanded, standard and/or word form through 6 digits (example of standard to expanded form: 43,076 = 40,000+3000+70+6).
M04.A-T.1.1.2	Read and write whole numbers in expanded, standard, and word form through 1,000,000.
M4.A.1.2.2	Compare and/or order whole numbers through 6 digits and amounts of money to $100 (limit sets for ordering, to no more than 4 numbers).
M04.A-T.1.1.1	Demonstrate an understanding that in a multi-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right.
M04.A-T.1.1.3	Compare two multi-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols.
CC.2.1.4.B.1	Apply place-value concepts to show an understanding of multi-digit whole numbers.
CC.2.1.4.B.2	Use place-value understanding and properties of operations to perform multi-digit arithmetic.
M4.A.3.1.1	Round whole numbers to the nearest ten, hundred, thousand, ten-thousand or hundred-thousand.
M04.A-T.1.1.4	Round multi-digit whole numbers (through 1,000,000) to any place.
M4.D.1.1.1	Extend or find a missing element in a numerical or geometric pattern (+, - or x may be used – numerical patterns must be whole numbers).

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

Alignment ID	Alignment Text
M4.D.1.1.2	Identify/describe the rule for a numerical or geometric pattern shown (+, - or x may be used - numerical patterns must be whole numbers).
M4.D.1.1.3	Create or replicate a numerical or geometric pattern showing 3 repetitions (+, - or x may be used - numerical patterns must be whole numbers or money).
M04.B-O.1.1.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
M4.C.3.1.1	Match or plot the ordered pair with the appropriate point (or object) on a simple grid.
M4.E.1.1.1	Describe, interpret and/or answer questions based on data shown in tables, charts, bar graphs or pictographs.
M4.E.1.2.1	Graph data or complete a graph given the data (bar graph or pictograph – grid is provided).
M4.E.1.2.2	Translate information from one type of display to another (table, chart, bar graph, or pictograph).
M04.D-M.2.1.3	Translate information from one type of display to another (table, chart, bar graph, or pictograph).
M4.A.2.1.1	Solve problems involving all operations with whole numbers, and/or explain the solution (limit to two-step problems; e.g., multiply then add – single digit multipliers and divisors).
M04.A-T.2.1.1	Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).

Success With Workbooks State Standards

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Alignment ID	Alignment Text
M4.A.3.1.3	Estimate the answer to addition, subtraction and multiplication problems using whole numbers through 6 digits (for multiplication, no more than 2 digits X 1 digit, excluding powers of 10).
M04.A-T.2.1.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.
M04.A-T.2.1.4	Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).
M04.B-O.1.1.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
CC.2.2.4.A.1	Represent and solve problems involving the four operations.
M04.A-T.2.1.3	Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.
M4.A.1.1.2	Create a drawing or set that represents a given fraction or decimal, including mixed numbers (through the tenths).
M4.A.1.2.1	Locate/identify fractions or decimals on a number line (decimals and fractions through the tenths – do not mix fractions and decimals).
M04.A-F.2.1.2	Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).

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Alignment ID	Alignment Text
M04.A-F.2.1.6	Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).
M04.A-F.2.1.7	Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
M04.D-M.2.1.1	Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of 1/2, 1/4, or 1/8).
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
CC.2.4.4.A.4	Represent and interpret data involving fractions using information provided in a line plot.
M4.A.3.2.2	Solve addition or subtraction problems with fractions with like denominators (denominators to 10, no simplifying necessary).
M04.A-F.2.1.1	Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).
M04.A-F.2.1.4	Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
M4.A.1.1.1	Write the fraction or decimal, including mixed numbers, which corresponds to a drawing or set – no simplification necessary.

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Alignment ID	Alignment Text
M4.A.1.1.3	Match the standard number form to the word form of decimal numbers (through the tenths place).
M4.A.2.1.2	Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.
M4.A.3.2.1	Solve addition or subtraction problems involving decimals through hundredths (decimal numbers must have the same number of places).
M04.D-M.1.1.1	Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided.
M04.D-M.1.1.2	Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; 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.
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.
M4.B.2.1.1	Use or read a ruler (provided) to measure to the nearest 1/4 inch or centimeter.
M04.D-M.3.1.1	Measure angles in whole-number degrees using a protractor. With the aid of a protractor, sketch angles of specified measure.
M4.C.1.1.1	Identify, classify and/or compare two-dimensional figures (circle, triangle, square, parallelogram, trapezoid, rhombus, rectangle, pentagon, hexagon, octagon).

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Alignment ID	Alignment Text
M4.C.1.1.2	Identify or classify three-dimensional figures (cube, sphere, rectangular prism and pyramid).
M4.C.1.2.1	Identify points, lines, line segments or rays.
M4.C.1.2.2	Identify parallel and perpendicular lines.
M4.C.2.1.1	Identify or create figures that have one, two or no lines of symmetry.
M04.C-G.1.1.1	Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
M04.C-G.1.1.2	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.
M04.C-G.1.1.3	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 mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).
CC.2.3.4.A.1	Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.
M04.B-O.3.1.1	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.

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
M5.A.3.1.1	Round whole numbers through millions and decimals through hundredths.
CC.2.1.5.B.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
M5.A.1.3.1	Compare whole numbers through 9 digits using the words more, less, equal, least, most, greater than, less than or the symbols <, >, =.
M5.E.2.1.1	Determine the mean/average (answer is a whole number), median (answer is a whole number or average of 2 numbers) and range of data (up to 10 numbers).
M5.B.1.2.2	Add or subtract linear measurements, (feet and inches) or units of time (hours and minutes), without having to regroup with subtraction (answer should be in simplest form).
M5.A.1.6.2	Define/list/identify factors and/or multiples of a given whole number less than or equal to 50.
M05.A-T.2.1.2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
M5.A.2.1.2	Solve problems involving addition and subtraction of fractions (through 16ths – like and unlike denominators – for unlike denominators, the LCD must be one of the given denominators).
M05.A-F.2.1.2	Multiply a fraction (including mixed numbers) by a fraction.
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.
M5.A.1.2.1	Match the standard form to the word form of decimal numbers through the hundredths.
M5.A.1.2.2	Identify the place value of a digit (from millions through hundredths).
M05.A-T.1.1.1	Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.
M05.A-T.1.1.3	Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.
M05.A-T.1.1.5	Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).
M5.A.1.3.2	Compare and/or order decimals through the hundredths. (Limit sets for ordering to no more than 4 numbers.)
M05.A-T.1.1.4	Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols.
M5.D.1.1.1	Extend or find a missing element in a numerical or simple geometric pattern (+, -, x or ÷ of whole numbers). Pattern must show 3 repetitions.
M5.D.1.1.2	Create or replicate a numerical or geometric pattern showing 3 repetitions of that pattern (+, -, x or ÷ of whole numbers may be used).
M05.B-O.2.1.1	Generate two numerical patterns using two given rules.

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Alignment ID	Alignment Text
M05.B-O.2.1.2	Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.
M05.A-T.1.1.2	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.
M05.A-T.2.1.1	Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).
M5.A.2.1.1	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits – divisors one digit) and decimals including money (answer through hundredths – no divisors with decimals).
M5.A.3.2.1	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths - no divisors with decimals).
M05.A-T.2.1.3	Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).
CC.2.4.5.A.5	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
M5.B.1.2.1.a	Metric using mm, cm, m and km; mL and L; g and kg

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Alignment ID	Alignment Text
M5.B.1.2.1.b	Customary using cup, pint, quart, gallon; in, ft, yd; oz, lb
M05.D-M.1.1.1	Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided.
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.
M5.B.2.2.3	Solve problems involving weight, time, temperature, length and capacity (with the same units throughout - limited to 3 digits).
M5.B.1.1.1	Select the appropriate unit for measuring weight (mass), capacity, length, perimeter and area.
M5.B.1.3.1	Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).
M5.B.1.3.2	Estimate the area of an irregular figure shown on a grid.
M5.B.2.2.1	Find the perimeter of a figure drawn and labeled (with the same units throughout).
M5.B.2.2.2	Find the area of a square or rectangle (with the same units throughout - whole numbers only).
M5.D.2.1.2	Match a realistic situation to an equation, expression, inequality (<, >, =), table or graph (variable must be isolated, e.g., 17 + 39 = n).
M5.E.1.1.1	Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.

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Alignment ID	Alignment Text
M05.D-M.2.1.2	Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.
CC.2.4.5.A.2	Represent and interpret data using appropriate scale.
M05.C-G.1.1.1	Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.
M05.C-G.1.1.2	Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
M3.A.1.1.1	Match the word name with the appropriate whole number (up through 9,999).
M3.A.1.1.2	Differentiate between and/or give examples of even and odd number (limit to 3 digits).
M3.A.1.1.3	Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).
M3.A.1.1.4	Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers).
M3.A.1.2.1	Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).
M3.A.1.2.2	Create a drawing or set that represents a given fraction (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).
M3.A.1.3.2	Compare total values of combinations of coins less than $5.00 (penny, nickel, dime, quarter, dollar).
M3.A.3.2.1	Estimate sums and differences of quantities; round 2-digit numbers to the nearest 10, and 3-digit numbers to the nearest 100, before computing (limit to two numbers).
M3.D.1.1.1	Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5).
M3.D.2.2.1	Find a missing number that makes a number sentence true (1-digit or 2-digit numbers up to 18 using +, - or x through 9 x 5).

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Alignment ID	Alignment Text
M3.D.2.2.2	Identify the missing symbol (+, -, =, <, >) that makes a number sentence true.
M03.A-T.1.1.1	Round two- and three-digit whole numbers to the nearest ten or hundred, respectively.
M03.A-T.1.1.4	Order a set of whole numbers from least to greatest or greatest to least (up through 9,999, and limit sets to no more than four numbers).
M03.A-F.1.1.1	Demonstrate that when a whole or set is partitioned into y equal parts, the fraction 1/y represents 1 part of the whole and/or the fraction x/y represents x equal parts of the whole (limit denominators to 2, 3, 4, 6, and 8; limit numerators to whole numbers less than the denominator; and no simplification necessary).
M03.A-F.1.1.4	Express whole numbers as fractions, and/or generate fractions that are equivalent to whole numbers (limit denominators to 1, 2, 3, 4, 6, and 8).
M03.A-F.1.1.5	Compare two fractions with the same denominator (limit denominators to 1, 2, 3, 4, 6, and 8), using the symbols >, =, or <, and/or justify the conclusions.
M03.D-M.1.3.1	Compare total values of combinations of coins (penny, nickel, dime, and quarter) and/or dollar bills less than $5.00.
CC.2.1.3.C.1	Explore and develop an understanding of fractions as numbers.
M3.A.1.3.1	Count a collection of bills and coins less than $5.00 (penny, nickel, dime, quarter, dollar). Money may be represented as 15 cents, 15¢ or $0.15.
M3.B.1.1.1	Tell/show time (analog) to the minute.

Success With Workbooks State Standards

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Alignment ID	Alignment Text
M3.B.1.1.2	Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).
M3.B.1.2.1	Select an appropriate unit for the attribute being measured.
M3.B.1.2.2	Compare and/or order objects according to length, area, or weight.
M3.B.2.2.1	Match the object with its approximate measurement (all measurements given must be of the same system, e.g., about how tall is a soda pop can? 5 inches, 5 feet, 5 yards, etc.).
M3.C.1.1.1	Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).
M3.C.2.1.1	Identify/draw one line of symmetry in a two-dimensional figure.
M3.C.2.1.2	Identify symmetrical two-dimensional shapes.
M3.E.1.1.1	Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.
M3.E.1.1.2	Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.
M3.E.1.2.2	Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally charts, bar graphs and tables.
M03.C-G.1.1.1	Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.

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Alignment ID	Alignment Text
M03.C-G.1.1.2	Recognize rhombi, rectangles, and squares as examples of quadrilaterals and/or draw examples of quadrilaterals that do not belong to any of these subcategories.
M03.C-G.1.1.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
M03.D-M.1.1.1	Tell, show, and/or write time (analog) to the nearest minute.
M03.D-M.1.2.1	Measure and estimate liquid volumes and masses of objects using standard units (cups [c], pints [pt], quarts [qt], gallons [gal], ounces [oz.], and pounds [lb]) and metric units (liters [l], grams [g], and kilograms [kg]).
M03.D-M.1.3.2	Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, and dollar).
M03.D-M.2.1.1	Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories (scales limited to 1, 2, 5, and 10).
M03.D-M.2.1.2	Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs (scales limited to 1, 2, 5, and 10).
M03.D-M.2.1.4	Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables.
M03.D-M.3.1.1	Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).

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Alignment ID	Alignment Text
M03.D-M.4.1.1	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, exhibiting rectangles with the same perimeter and different areas, and exhibiting rectangles with the same area and different perimeters. Use the same units throughout the problem.
CC.2.3.3.A.1	Identify, compare, and classify shapes and their attributes.
CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
CC.2.4.3.A.1	Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.
CC.2.4.3.A.2	Tell and write time to the nearest minute and solve problems by calculating time intervals.
CC.2.4.3.A.4	Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.
CC.2.4.3.A.5	Determine the area of a rectangle and apply the concept to multiplication and to addition.
CC.2.4.3.A.6	Solve problems involving perimeters of polygons and distinguish between linear and area measures.
M3.A.2.1.3	Identify the correct operation(s) to solve a word problem (no more than 2 operations using +, - and/or X).
M3.A.3.1.1	Solve single- and double- digit addition and subtraction problems with and without regrouping in vertical or horizontal form.

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Alignment ID	Alignment Text
M3.A.3.1.3	Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.
M3.D.2.1.2	Choose the number sentence that matches a given story (one operation, + or − only).
M03.A-T.1.1.2	Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.
M03.B-O.1.1.1	Interpret and/or describe products of whole numbers (up to and including 10 × 10).
M03.B-O.1.1.2	Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).
M03.B-O.3.1.1	Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
M03.B-O.3.1.3	Assess the reasonableness of answers. Limit problems posed with whole numbers and having whole-number answers.
CC.2.2.3.A.1	Represent and solve problems involving multiplication and division.
CC.2.2.3.A.3	Demonstrate multiplication and division fluency.
CC.2.2.3.A.4	Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Success With Workbooks State Standards

0545200652	Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
M4.A.1.1.3	Match the standard number form to the word form of decimal numbers (through the tenths place).
M4.A.1.1.4	Write whole numbers in expanded, standard and/or word form through 6 digits (example of standard to expanded form: 43,076 = 40,000+3000+70+6).
M4.A.1.2.2	Compare and/or order whole numbers through 6 digits and amounts of money to $100 (limit sets for ordering, to no more than 4 numbers).
M4.A.1.3.1	Find/list/identify all factors through 10 of any given number.
M4.A.3.1.1	Round whole numbers to the nearest ten, hundred, thousand, ten-thousand or hundred-thousand.
M4.D.1.1.1	Extend or find a missing element in a numerical or geometric pattern (+, - or x may be used – numerical patterns must be whole numbers).
M4.D.1.1.2	Identify/describe the rule for a numerical or geometric pattern shown (+, - or x may be used - numerical patterns must be whole numbers).
M4.D.1.1.3	Create or replicate a numerical or geometric pattern showing 3 repetitions (+, - or x may be used - numerical patterns must be whole numbers or money).
M4.D.2.2.2	Identify the missing symbol (+, -, x, ÷, =, <, >) that makes a number sentence true (single digit x or ÷ only).
M04.A-T.1.1.2	Read and write whole numbers in expanded, standard, and word form through 1,000,000.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M04.A-T.1.1.4	Round multi-digit whole numbers (through 1,000,000) to any place.
M04.A-F.1.1.2	Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.
M04.B-O.1.1.4	Identify the missing symbol (+, −, ×, ÷, =, <, and >) that makes a number sentence true (single-digit divisor only).
M04.B-O.2.1.1	Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.
M04.B-O.3.1.1	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.
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).
CC.2.2.4.A.2	Develop and/or apply number theory concepts to find factors and multiples.
M4.B.1.1.1	Match/construct analog time (a picture of a clock), to the same time written in digital.
M4.B.1.1.2	Identify time (analog or digital) as the amount of minutes before and/or after the hour (e.g., 2:50 is the same as 10 minutes before 3:00; quarter past six is the same as 6:15).

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Alignment ID	Alignment Text
M4.B.2.1.1	Use or read a ruler (provided) to measure to the nearest 1/4 inch or centimeter.
M4.B.2.2.1	Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).
M4.C.1.1.1	Identify, classify and/or compare two-dimensional figures (circle, triangle, square, parallelogram, trapezoid, rhombus, rectangle, pentagon, hexagon, octagon).
M4.C.1.1.2	Identify or classify three-dimensional figures (cube, sphere, rectangular prism and pyramid).
M4.C.1.2.1	Identify points, lines, line segments or rays.
M4.C.1.2.2	Identify parallel and perpendicular lines.
M4.C.2.1.1	Identify or create figures that have one, two or no lines of symmetry.
M4.E.1.1.1	Describe, interpret and/or answer questions based on data shown in tables, charts, bar graphs or pictographs.
M4.E.1.2.1	Graph data or complete a graph given the data (bar graph or pictograph – grid is provided).
M4.E.1.2.2	Translate information from one type of display to another (table, chart, bar graph, or pictograph).
M04.C-G.1.1.1	Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M04.C-G.1.1.2	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.
M04.C-G.1.1.3	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 mirroring parts. Identify line-symmetric figures and draw lines of symmetry (up to two lines of symmetry).
M04.D-M.1.1.1	Know relative sizes of measurement units within one system of units including standard units (in., ft, yd, mi; oz., lb; and c, pt, qt, gal), metric units (cm, m, km; g, kg; and mL, L), and time (sec, min, hr, day, wk, mo, and yr). Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. A table of equivalencies will be provided.
M04.D-M.2.1.3	Translate information from one type of display to another (table, chart, bar graph, or pictograph).
CC.2.3.4.A.1	Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.
CC.2.4.4.A.1	Solve problems involving measurement and conversions from a larger unit to a smaller unit.
M4.A.2.1.1	Solve problems involving all operations with whole numbers, and/or explain the solution (limit to two-step problems; e.g., multiply then add – single digit multipliers and divisors).
M4.A.2.1.2	Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M4.A.3.1.3	Estimate the answer to addition, subtraction and multiplication problems using whole numbers through 6 digits (for multiplication, no more than 2 digits X 1 digit, excluding powers of 10).
M4.A.3.2.1	Solve addition or subtraction problems involving decimals through hundredths (decimal numbers must have the same number of places).
M4.A.3.2.2	Solve addition or subtraction problems with fractions with like denominators (denominators to 10, no simplifying necessary).
M4.C.3.1.1	Match or plot the ordered pair with the appropriate point (or object) on a simple grid.
M04.A-T.2.1.1	Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).
M04.A-T.2.1.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.
M04.A-T.2.1.3	Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.
M04.A-T.2.1.4	Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).
M04.A-F.2.1.1	Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).
M04.A-F.2.1.4	Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).

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

Alignment ID	Alignment Text
M04.A-F.2.1.6	Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).
M04.A-F.2.1.7	Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
M04.A-F.3.1.1	Add two fractions with respective denominators 10 and 100.
M04.B-O.1.1.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
M04.B-O.1.1.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
M04.B-O.1.1.3	Solve multi-step word problems posed with whole numbers using the four operations. Answers will be either whole numbers or have remainders that must be interpreted yielding a final answer that is a whole number. Represent these problems using equations with a symbol or letter standing for the unknown quantity.
M04.D-M.1.1.2	Use the four operations to solve word problems involving distances, intervals of time (such as elapsed time), liquid volumes, masses of objects; 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.
M04.D-M.2.1.2	Solve problems involving addition and subtraction of fractions by using information presented in line plots (line plots must be labeled with common denominators, such as 1/4, 2/4, 3/4).
CC.2.2.4.A.1	Represent and solve problems involving the four operations.

Success With Workbooks State Standards

0545200644	Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
M5.A.1.2.1	Match the standard form to the word form of decimal numbers through the hundredths.
M5.A.1.2.2	Identify the place value of a digit (from millions through hundredths).
M5.A.1.3.1	Compare whole numbers through 9 digits using the words more, less, equal, least, most, greater than, less than or the symbols <, >, =.
M5.A.1.3.2	Compare and/or order decimals through the hundredths. (Limit sets for ordering to no more than 4 numbers.)
M5.A.1.3.3	Compare proper fractions through 16ths with like and unlike denominators.
M5.A.1.5.1	Use or develop regions and/or sets (e.g., circle graph, base ten blocks) to model fractions and mixed numbers through hundredths (may include reducing the fractions).
M5.A.1.6.2	Define/list/identify factors and/or multiples of a given whole number less than or equal to 50.
M5.A.3.1.1	Round whole numbers through millions and decimals through hundredths.
M5.D.1.1.1	Extend or find a missing element in a numerical or simple geometric pattern (+, -, x or ÷ of whole numbers). Pattern must show 3 repetitions.
M5.D.1.1.2	Create or replicate a numerical or geometric pattern showing 3 repetitions of that pattern (+, -, x or ÷ of whole numbers may be used).
M05.A-T.1.1.3	Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.

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

Alignment ID	Alignment Text
M05.A-T.1.1.4	Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols.
M05.A-T.1.1.5	Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).
M05.B-O.2.1.1	Generate two numerical patterns using two given rules.
M05.B-O.2.1.2	Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.
CC.2.1.5.B.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
CC.2.2.5.A.4	Analyze patterns and relationships using two rules.
M5.B.1.1.1	Select the appropriate unit for measuring weight (mass), capacity, length, perimeter and area.
M5.B.1.2.1.a	Metric using mm, cm, m and km; mL and L; g and kg
M5.B.1.2.1.b	Customary using cup, pint, quart, gallon; in, ft, yd; oz, lb
M5.B.1.3.1	Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).
M5.B.1.3.2	Estimate the area of an irregular figure shown on a grid.
M5.B.2.1.1	Use a ruler to measure to the nearest 1/8 inch or centimeter.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M5.B.2.2.1	Find the perimeter of a figure drawn and labeled (with the same units throughout).
M5.B.2.2.2	Find the area of a square or rectangle (with the same units throughout - whole numbers only).
M5.B.2.2.3	Solve problems involving weight, time, temperature, length and capacity (with the same units throughout - limited to 3 digits).
M5.C.1.1.1	Identify, and/or classify cubes, rectangular prisms or pyramids using faces, vertices and edges.
M5.C.1.1.2	Identify and/or describe properties of all types of quadrilaterals (parallelogram, rectangle, rhombus, square, trapezoid).
M5.C.1.2.1	Identify, draw and/or label points, lines, line segments and rays.
M5.C.2.1.1	Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape.
M5.C.2.1.2	Identify the number of lines of symmetry and/or draw all lines of symmetry in a two-dimensional polygon.
M5.E.1.1.1	Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.
M05.C-G.2.1.1	Classify two-dimensional figures in a hierarchy based on properties.
M05.D-M.1.1.1	Convert between different-sized measurement units within a given measurement system. A table of equivalencies will be provided.

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Alignment ID	Alignment Text
M05.D-M.2.1.2	Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.
CC.2.3.5.A.2	Classify two-dimensional figures into categories based on an understanding of their properties.
CC.2.4.5.A.1	Solve problems using conversions within a given measurement system.
CC.2.4.5.A.2	Represent and interpret data using appropriate scale.
CC.2.4.5.A.5	Apply concepts of volume to solve problems and relate volume to multiplication and to addition.
M5.A.2.1.3	Choose the correct operation(s) to solve a problem (no more than 2 operations).
M5.A.2.1.1	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits – divisors one digit) and decimals including money (answer through hundredths – no divisors with decimals).
M5.A.2.1.2	Solve problems involving addition and subtraction of fractions (through 16ths – like and unlike denominators – for unlike denominators, the LCD must be one of the given denominators).
M5.A.3.2.1	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths - no divisors with decimals).
M5.E.2.1.1	Determine the mean/average (answer is a whole number), median (answer is a whole number or average of 2 numbers) and range of data (up to 10 numbers).

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Alignment ID	Alignment Text
M5.E.3.1.1	Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (information could be represented by pictographs, bar graphs, charts, tables and/or spinners).
M05.A-T.1.1.2	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.
M05.A-T.2.1.1	Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).
M05.A-T.2.1.2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
M05.A-T.2.1.3	Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).
M05.A-F.1.1.1	Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)
M05.A-F.2.1.1	Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).
M05.A-F.2.1.2	Multiply a fraction (including mixed numbers) by a fraction.
M05.C-G.1.1.1	Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.
M05.C-G.1.1.2	Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane and interpret coordinate values of points in the context of the situation.

Success With Workbooks State Standards

Alignment ID	Alignment Text
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
CC.2.3.5.A.1	Graph points in the first quadrant on the coordinate plane and interpret these points when solving real world and mathematical problems.

Success With Workbooks State Standards

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
M6.A.1.1.1	Represent common percents as fractions and/or decimals (e.g., 25% = ¼ =.25) – common percents are 1%, 10%, 25%, 50%, 75%, 100%.
M6.A.1.1.2	Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.
M6.A.1.2.1	Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals – decimals through thousandths).
M6.A.2.1.1	Complete equations by using the following properties: associative, commutative, distributive and identity.
M06.A-N.2.2.2	Apply the distributive property to express a sum of two whole numbers, 1 through 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.
CC.2.1.6.E.3	Develop and/or apply number theory concepts to find common factors and multiples.
M6.A.1.4.1	Model percents (through 100%) using drawings, graphs and/or sets (e.g., circle graph, base ten blocks, etc).
M6.B.1.1.1	Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day).
M6.B.2.1.1	Use or read a ruler to measure to the nearest 1/16 inch or millimeter.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M6.B.2.2.1	Find the perimeter of any polygon (may include regular polygons where only the measure of one side is given – same units throughout).
M6.C.1.1.1	Identify, classify and/or compare polygons (up to ten sides).
M6.C.1.1.2	Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse).
M6.C.1.2.1	Identify, describe and/or label parallel, perpendicular or intersecting lines.
M6.C.1.2.2	Identify, draw and/or label points, planes, lines, line segments, rays, angles and vertices.
M6.E.1.1.1	Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percents).
M6.E.1.1.3	Display data in frequency tables, circle graphs, double-bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key when needed. Circle graphs for open-ended items must show a center point and tic marks.
M06.C-G.1.1.2	Determine the area of irregular or compound polygons.
CC.2.3.6.A.1	Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume.
CC.2.1.6.E.2	Identify and choose appropriate processes to compute fluently with multi-digit numbers.

SCHOLASTIC

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M6.A.3.2.1	Solve problems involving operations (+, -, x, ÷) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs) - straight computation or word problems.
M6.C.3.1.1	Plot, locate or identify points in Quadrant I and/or on the x and y axes with intervals of 1, 2, 5 or 10 units - up to a 200 by 200 grid. Points may be in-between lines.
M6.E.2.1.1	Determine/calculate the mean, median, mode and/or range of displayed data (data can be displayed in a table or line plot – use whole numbers only up to 2 digits).
M6.E.3.1.2	Determine/show all possible combinations involving no more than 20 total arrangements (e.g., tree diagram, table, grid).
M06.A-N.2.1.1	Solve problems involving operations (+, −, ×, and ÷) with whole numbers, decimals (through thousandths), straight computation, or word problems.
M06.A-N.3.1.3	Locate and plot integers and other rational numbers on a horizontal or vertical number line; locate and plot pairs of integers and other rational numbers on a coordinate plane.
M06.A-N.3.2.3	Solve real-world and mathematical problems by plotting 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.
M06.A-R.1.1.3	Construct tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and/or plot the pairs of values on the coordinate plane. Use tables to compare ratios.
M06.A-R.1.1.5	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 percentage.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

M06.D-S.1.1.2

Determine quantitative measures of center (e.g., median, mean, mode) and variability (e.g., range, interquartile range, mean absolute deviation).

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
R3.A.1.1.1	Identify and/or interpret meaning of multiple-meaning words used in text.
R3.A.2.1.1	Identify and/or interpret the meaning of multiple-meaning words used in text.
R3.A.1.1.2	Identify and/or interpret a synonym or antonym of a word used in text.
R3.B.3.3.3	Interpret graphics and charts and/or make connections between text and the content of graphics and charts.
CC.1.2.3.E	Use text features and search tools to locate and interpret information.
E03.A-K.1.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
E03.A-K.1.1.2	Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
E03.A-V.4.1.1.a	Use context as a clue to the meaning of a word or phrase.
E03.A-V.4.1.1a	Use context as a clue to the meaning of a word or phrase.
E03.A-V.4.1.2.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
E03.A-V.4.1.2a	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
E03.B-K.1.1.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
E03.B-K.1.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
E03.B-K.1.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
E03.B-C.2.1.1	Explain the point of view from which a text is written.
E03.B-C.2.1.2	Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.
E03.B-C.3.1.1	Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
E03.B-C.3.1.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
E03.B-C.3.1.3	Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
E03.B-V.4.1.1.a	Use context as a clue to the meaning of a word or phrase.
E03.B-V.4.1.1.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

Alignment ID	Alignment Text
E03.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
E03.B-V.4.1.1.d	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
E03.B-V.4.1.1a	Use context as a clue to the meaning of a word or phrase.
E03.B-V.4.1.1b	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).
E03.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
E03.B-V.4.1.2.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
E03.B-V.4.1.1d	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
E03.B-V.4.1.2.b	Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
E03.B-V.4.1.2a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
E03.B-V.4.1.2b	Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).
R3.A.1.3.1	Make inferences and/or draw conclusions based on information from the text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
R3.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R3.A.1.6.1	Identify the author's intended purpose of text.
R3.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
R3.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R3.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text as a whole.
R3.A.2.6.1	Identify the author's intended purpose of text.
R3.B.1.2.1	Identify, explain, interpret, compare, and/or describe connections between texts.
R3.B.3.1.1	Identify and/or interpret statements of fact and opinion in nonfictional text.
CC.1.1.3.D.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.1.1.3.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.2.3.C	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
CC.1.2.3.D	Explain the point of view of the author.
CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.2.3.G	Use information gained from text features to demonstrate understanding of a text.
CC.1.2.3.H	Describe how an author connects sentences and paragraphs in a text to support particular points.
CC.1.2.3.I	Compare and contrast the most important points and key details presented in two texts on the same topic.
CC.1.2.3.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
CC.1.2.3.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

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Alignment ID	Alignment Text
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; referring to text to support responses.
CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.4.3.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
R3.A.1.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
R3.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R3.A.2.1.2	Identify and/or interpret the meaning of content-specific words used in text.
R3.A.2.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
R3.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
R4.A.1.1.1	Identify and/or interpret meaning of multiple-meaning words used in text.
R4.A.2.1.1	Identify and/or interpret meaning of multiple-meaning words used in text.
R4.B.1.1.1.d.2	Identify, explain, compare and/or describe the relationship between the message or lesson and other components of text.
CC.1.3.4.E	Explain major differences between poems, drama and prose and refer to the structural elements of each when writing or speaking about a text.
R4.A.1.6.1	Identify the author's intended purpose of text.
R4.A.2.6.1	Identify the author's intended purpose of text.
E04.A-C.3.1.1	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
R4.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
R4.A.1.1.2	Identify and/or interpret a synonym or antonym of a word used in text.
E04.A-K.1.1.1	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
E04.A-K.1.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E04.A-K.1.1.3	Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
E04.A-V.4.1.1.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
E04.A-V.4.1.1a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
E04.A-V.4.1.2.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E04.A-V.4.1.2.c	Demonstrate understanding of words by relating them to their antonyms and synonyms.
E04.A-V.4.1.2b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E04.A-V.4.1.2c	Demonstrate understanding of words by relating them to their antonyms and synonyms.
E04.B-K.1.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
E04.B-K.1.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
E04.B-K.1.1.3	Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

Alignment ID	Alignment Text
E04.B-C.2.1.1	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
E04.B-C.2.1.2	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.
E04.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text.
E04.B-C.3.1.2	Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
E04.B-C.3.1.3	Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.
E04.B-V.4.1.1.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E04.B-V.4.1.1.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
E04.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words or phrases used in a text.
E04.B-V.4.1.1a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E04.B-V.4.1.1b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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

Alignment ID	Alignment Text
E04.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words or phrases used in a text.
E04.B-V.4.1.2.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E04.B-V.4.1.2.c	Demonstrate understanding of words by relating them to their antonyms and synonyms.
E04.B-V.4.1.2b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E04.B-V.4.1.2c	Demonstrate understanding of words by relating them to their antonyms and synonyms.
R4.A.1.3.1	Make inferences and/or draw conclusions based on information from text.
R4.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R4.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R4.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
R4.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from the text.
R4.A.2.5.1	Summarize the major points, processes and/or events of a nonfictional text as a whole.
R4.B.1.1.1.a.1	Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
R4.B.1.1.1.d.1	Identify, explain, compare, and/or describe the message or lesson of fiction or literary nonfiction.

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

Alignment ID	Alignment Text
R4.B.1.2.1	Identify, explain, interpret, compare, and/or describe connections between texts.
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
CC.1.2.4.C	Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.G	Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
CC.1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.2.4.I	Integrate information from two texts on the same topic to demonstrate understanding of that topic.

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

Alignment ID	Alignment Text
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.4.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
CC.1.3.4.C	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.G	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.4.4.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
E04.A-V.4.1.2.a	Explain the meaning of similes and metaphors in context.

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

Alignment ID	Alignment Text
E04.A-V.4.1.2a	Explain the meaning of similes and metaphors in context.
E04.B-V.4.1.2.a	Explain the meaning of similes and metaphors in context.
E04.B-V.4.1.2a	Explain the meaning of similes and metaphors in context.
R4.A.1.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
R4.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R4.A.2.1.2	Identify and/or interpret the meaning of content-specific words used in text.
R4.A.2.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
R4.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
CC.1.2.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
CC.1.3.4.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
R5.B.1.1.1.d.2	Identify, explain, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text.
CC.1.3.5.C	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
E05.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E05.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
R5.A.1.1.1	Identify and/or interpret meaning of multiple-meaning words used in text.
CC.1.4.5.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E05.A-K.1.1.3	Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).
R5.A.1.3.2	Cite evidence from text to support generalizations.
R5.B.1.1.1.a.1	Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
R5.B.1.1.1.b.1	Identify, explain, interpret, compare, and/or describe the setting of fiction or literary nonfiction.

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

Alignment ID	Alignment Text
R5.B.1.1.1.d.1	Identify, explain, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.
R5.B.2.1.1	Identify, explain, interpret, and/or describe examples of personification in text.
R5.B.2.1.2	Identify, explain, interpret, and/or describe examples of similes in text.
R5.B.2.1.3	Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.
R5.B.2.1.4	Identify, explain, interpret, and/or describe examples of metaphors in text.
CC.1.3.5.E	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
E05.A-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
E05.A-K.1.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
E05.A-C.2.1.1	Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.
E05.A-V.4.1.1.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

Alignment ID	Alignment Text
E05.A-V.4.1.1a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.A-V.4.1.2.a	Interpret figurative language (e.g., simile, metaphor, personification) in context.
E05.A-V.4.1.2.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E05.A-V.4.1.2a	Interpret figurative language (e.g., simile, metaphor, personification) in context.
E05.A-V.4.1.2b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E05.B-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
E05.B-K.1.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
E05.B-K.1.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.
E05.B-C.2.1.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
E05.B-C.2.1.2	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

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Alignment ID	Alignment Text
E05.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
E05.B-C.3.1.2	Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
E05.B-C.3.1.3	Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.
E05.B-V.4.1.1.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.B-V.4.1.1.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
E05.B-V.4.1.1a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
E05.B-V.4.1.1b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
E05.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
E05.B-V.4.1.2.a	Interpret figurative language (simile, metaphor, and personification) in context.

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Alignment ID	Alignment Text
E05.B-V.4.1.2a	Interpret figurative language (simile, metaphor, and personification) in context.
E05.B-V.4.1.2.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
E05.B-V.4.1.2b	Recognize and explain the meaning of common idioms, adages, and proverbs.
R5.A.1.3.1	Make inferences and/or draw conclusions based on information from text.
R5.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R5.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R5.A.1.6.1	Identify the author's intended purpose of text.
R5.A.1.6.2	Identify, explain, and/or describe examples of text that support the author's intended purpose.
R5.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R5.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
R5.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R5.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text.
R5.A.2.6.1	Identify the author's intended purpose of text.

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Alignment ID	Alignment Text
R5.A.2.6.2	Identify, explain, and/or describe examples of text that support the author's intended purpose.
R5.B.1.2.1	Identify, explain, interpret, compare, describe, and/or analyze connections between texts.
R5.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
R5.B.3.3.2	Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.
R5.B.3.3.3	Interpret graphics and charts and/or make connections between text and the content of graphics and charts.
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
CC.1.2.5.D	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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Alignment ID	Alignment Text
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
CC.1.2.5.G	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.
CC.1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
CC.1.2.5.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
CC.1.2.5.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.5.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.5.A	Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

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Alignment ID	Alignment Text
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
CC.1.3.5.G	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e. g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.5.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
CC.1.4.5.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.5.5.B	Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CC.1.5.5.C	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
E05.A-V.4.1.2.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
E05.A-V.4.1.2c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Alignment ID	Alignment Text
E05.B-V.4.1.2.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
E05.B-V.4.1.2c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
R5.A.1.1.2	Identify and/or interpret a synonym or antonym of a word used in text.
R5.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

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Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
E06.A-K.1.1.2	Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.A-K.1.1.3	Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
E06.A-C.3.1.1	Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.
R6.A.1.1.1	Identify and/or apply meaning of multiple-meaning words used in text.
R6.A.1.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
R6.B.1.1.1.a.1	Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
R6.B.1.1.1.b.1	Identify, explain, interpret, compare, and/or describe the setting of fiction or literary nonfiction.
R6.B.1.1.1.d.1	Identify, explain, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.
R6.B.2.1.1	Identify, explain, interpret, and/or describe examples of personification in text.
R6.B.2.1.2	Identify, explain, interpret, and/or describe examples of similes in text.

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Alignment ID	Alignment Text
R6.B.2.1.3	Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.
R6.B.2.1.4	Identify, explain, interpret, and/or describe examples of metaphors in text.
R6.B.2.2.1	Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view.
R6.B.2.2.2	Explain, interpret, and/or describe the effectiveness of the point of view used by the author.
CC.1.3.6.A	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.3.6.G	Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
E06.A-V.4.1.2a	Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
E06.A-V.4.1.2.a	Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
R6.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
E06.A-K.1.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

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Alignment ID	Alignment Text
E06.A-C.2.1.1	Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.
E06.A-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.
E06.A-V.4.1.1a	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.
E06.A-V.4.1.1.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
E06.A-V.4.1.1.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
E06.A-V.4.1.1b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
E06.A-V.4.1.2.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
E06.A-V.4.1.2b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
E06.B-K.1.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

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Alignment ID	Alignment Text
E06.B-K.1.1.2	Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.
E06.B-K.1.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).
E06.B-C.2.1.1	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
E06.B-C.2.1.2	Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.
E06.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.
E06.B-C.3.1.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).
E06.B-C.3.1.2	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
E06.B-V.4.1.1a	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.
E06.B-V.4.1.1.a	Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
E06.B-V.4.1.1b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

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Alignment ID	Alignment Text
E06.B-V.4.1.1.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
E06.B-V.4.1.1.c	Determine the meaning of technical words and phrases used in a text.
E06.B-V.4.1.1c	Determine the meaning of technical words and phrases used in a text.
E06.B-V.4.1.2.a	Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
E06.B-V.4.1.2a	Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
E06.B-V.4.1.2b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
E06.B-V.4.1.2.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
E06.B-V.4.1.2c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
E06.B-V.4.1.2.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
R6.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R6.A.1.3.1	Make inferences and/or draw conclusions based on information from text.

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Alignment ID	Alignment Text
R6.A.1.3.2	Cite evidence from text to support generalizations.
R6.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R6.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R6.A.1.6.1	Identify the author's intended purpose of text.
R6.A.1.6.2	Identify, explain, and/or describe examples of text that support the author's intended purpose.
R6.A.2.2.1	Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.
R6.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R6.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
R6.A.2.3.2	Cite evidence from text to support generalizations.
R6.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R6.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text as a whole.
R6.A.2.6.1	Identify the author's intended purpose of text.
R6.A.2.6.2	Identify, explain, and/or describe examples of text that support the author's intended purpose.

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Alignment ID	Alignment Text
R6.B.3.3.3	Interpret graphics and charts and/or make connections between text and content of graphics and charts.
CC.1.2.6.A	Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CC.1.2.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
CC.1.2.6.C	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
CC.1.2.6.D	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CC.1.2.6.E	Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.H	Evaluate an author's argument by examining claims and determining if they are supported by evidence.
CC.1.2.6.I	Examine how two authors present similar information in different types of text.
CC.1.2.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Alignment ID	Alignment Text
CC.1.2.6.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.6.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.6.B	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
CC.1.3.6.D	Determine an author's purpose in a text and explain how it is conveyed in a text.
CC.1.3.6.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.3.6.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.6.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.6.C	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CC.8.5.6-8.A	Cite specific textual evidence to support analysis of primary and secondary sources.

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Alignment ID	Alignment Text
CC.8.5.6-8.B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CC.8.5.6-8.C	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).
CC.8.5.6-8.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CC.8.5.6-8.E	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CC.8.5.6-8.F	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CC.8.5.6-8.G	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CC.8.5.6-8.H	Distinguish among fact, opinion, and reasoned judgment in a text.
CC.8.5.6-8.I	Analyze the relationship between a primary and secondary source on the same topic.
CC.8.6.6-8.H	Draw evidence from informational texts to support analysis, reflection, and research.
CC.3.5.6-8.A	Cite specific textual evidence to support analysis of science and technical texts.
CC.3.5.6-8.B	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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Alignment ID	Alignment Text
CC.3.5.6-8.C	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CC.3.5.6-8.D	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
CC.3.5.6-8.E	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.
CC.3.5.6-8.F	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
CC.3.5.6-8.G	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CC.3.5.6-8.H	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CC.3.5.6-8.I	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CC.3.6.6-8.H	Draw evidence from informational texts to support analysis, reflection, and research.
R6.A.1.1.2	Identify and/or apply a synonym or antonym of a word used in text.

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
CC.1.4.1.F.2	Use end punctuation; use commas in dates and words in series.
CC.1.4.1.L.2	Use end punctuation; use commas in dates and words in series.
CC.1.4.1.R.2	Use end punctuation; use commas in dates and words in series.
CC.1.4.1.F.1	Capitalize dates and names of people.
CC.1.4.1.L.1	Capitalize dates and names of people.
CC.1.4.1.R.1	Capitalize dates and names of people.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
CC.1.4.2.F.1	Capitalize proper nouns.
CC.1.4.2.L.1	Capitalize proper nouns.
CC.1.4.2.R.1	Capitalize proper nouns.

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
E03.D.1.1.2	Form and use regular and irregular plural nouns.
E03.D.1.1.6	Ensure subject-verb and pronoun-antecedent agreement.
E03.D.1.1.7	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
E03.D.1.1.9	Produce simple, compound, and complex sentences.
E03.D.1.2.4	Form and use possessives.
E03.D.1.2.2	Use commas in addresses.
E03.D.1.2.3	Use commas and quotation marks in dialogue.
CC.1.4.3.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
E03.D.1.1.1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
E03.D.1.1.4	Form and use regular and irregular verbs.

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

Alignment ID   Alignment Text

E03.D.1.1.5   Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
E04.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E04.D.1.2.3	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.1.1.3	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
E04.D.1.1.2	Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).
E04.D.1.1.4	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
E04.D.1.1.5	Form and use prepositional phrases.
E04.D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.
E04.D.1.2.2	Use commas and quotation marks to mark direct speech and quotations from a text.
E04.D.1.1.1	Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).

0545201020   Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
E05.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E05.D.2.1.1	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CC.1.4.5.K.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CC.1.4.5.Q.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E05.D.1.1.4	Recognize and correct inappropriate shifts in verb tense.
E05.D.1.1.2	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
E05.D.1.1.3	Use verb tense to convey various times, sequences, states, and conditions.
E05.D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.
E05.C.1.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E05.D.1.2.4	Use underlining, quotation marks, or italics to indicate titles of works.
CC.1.4.5.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E05.D.1.1.1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
E05.D.1.2.1	Use punctuation to separate items in a series.
E05.D.1.2.2	Use a comma to separate an introductory element from the rest of the sentence.
E05.D.1.2.3	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
M4.A.2.1.1	Solve problems involving all operations with whole numbers, and/or explain the solution (limit to two-step problems; e.g., multiply then add – single digit multipliers and divisors).
M4.A.2.1.2	Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.
M4.A.3.2.1	Solve addition or subtraction problems involving decimals through hundredths (decimal numbers must have the same number of places).
M04.A-T.2.1.1	Add and subtract multi-digit whole numbers (limit sums and subtrahends up to and including 1,000,000).
M4.A.3.1.3	Estimate the answer to addition, subtraction and multiplication problems using whole numbers through 6 digits (for multiplication, no more than 2 digits X 1 digit, excluding powers of 10).
M04.A-T.2.1.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.
M04.A-T.2.1.4	Estimate the answer to addition, subtraction, and multiplication problems using whole numbers through six digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).
M04.B-O.1.1.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.
M04.B-O.1.1.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.

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

Alignment ID   Alignment Text

CC.2.2.4.A.1   Represent and solve problems involving the four operations.

M04.A-T.2.1.3   Divide up to four-digit dividends by one-digit divisors with answers written as whole-number quotients and remainders.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
M5.B.1.2.2	Add or subtract linear measurements, (feet and inches) or units of time (hours and minutes), without having to regroup with subtraction (answer should be in simplest form).
M05.A-T.2.1.1	Multiply multi-digit whole numbers (not to exceed three-digit by three-digit).
M05.A-T.1.1.2	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.
M05.A-T.2.1.3	Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).
M5.A.2.1.1	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits – divisors one digit) and decimals including money (answer through hundredths – no divisors with decimals).
M5.A.3.2.1	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths - no divisors with decimals).
M05.A-T.2.1.2	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
2.2.C	Determine the sum of the same three one-digit numbers (e.g., 5+5+5)
2.1.L	Demonstrate knowledge of basic addition and subtraction facts
2.1.G	Use concrete objects to count, order and group to 100
2.1.I	Apply place-value concepts and numeration to counting and ordering numbers up to 100
2.2.E	Make estimates of objects in a set up to and including 100 using groups of ten as a reference and verify estimate
2.2.A	Solve addition and subtraction in everyday situations using concrete objects with one and two digit numbers (no regrouping)
2.2.B	Solve addition and subtraction in everyday situations with one and two digit numbers (no regrouping)

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.1.L	Demonstrate knowledge of basic addition and subtraction facts
EX2.2.c	Find the solution to addition problems with 3 two-digit numbers with regrouping.
2.1.I	Apply place-value concepts and numeration to counting, ordering and grouping numbers up to 1000
2.1.J	Estimate and approximate number quantities as groups of ten and 100
EX2.1.d	Represent a given number less than or equal to 1000 in various ways (e.g. tallies, numerals, hundreds, tens and ones, addition and subtraction, etc.).
2.2.A	Solve addition and subtraction problems in everyday situations with two- and three-digit numbers, with or without regrouping
2.2.B	Solve addition problems with 3 two-digit numbers with regrouping
2.2.C	Solve subtraction problems with double-digit numbers with regrouping
2.2.H	Explain and describe the computation process in regrouping
EX2.2.a	Find the solution to addition and subtraction problems with two and three-digit numbers.
EX2.2.b	Describe when regrouping is necessary.
EX2.2.d	Find the solution to subtraction problems with double-digit numbers with regrouping.

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

Alignment ID	Alignment Text
EX2.2.k	Explore and state the concept of regrouping as making a set of ten from 10 ones.
CC.2.2.2.A.1	Represent and solve problems involving addition and subtraction within 100.
CC.2.2.2.A.2	Use mental strategies to add and subtract within 20.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
M3.A.3.1.1	Solve single- and double- digit addition and subtraction problems with and without regrouping in vertical or horizontal form.
M3.A.3.1.3	Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.
M03.A-T.1.1.2	Add two- and three-digit whole numbers (limit sums from 100 through 1,000) and/or subtract two- and three-digit numbers from three-digit whole numbers.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
EX1.5.s	Print legibly and space letters, words and sentences appropriately.
1.5.6.b	Demonstrate conventional penmanship

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
M05.A-F.2.1.1	Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).
CC.2.1.5.C.1	Use the understanding of equivalency to add and subtract fractions.
M5.A.1.6.2	Define/list/identify factors and/or multiples of a given whole number less than or equal to 50.
M5.A.1.3.3	Compare proper fractions through 16ths with like and unlike denominators.
M5.A.1.5.1	Use or develop regions and/or sets (e.g., circle graph, base ten blocks) to model fractions and mixed numbers through hundredths (may include reducing the fractions).
M5.A.2.1.2	Solve problems involving addition and subtraction of fractions (through 16ths – like and unlike denominators – for unlike denominators, the LCD must be one of the given denominators).
M05.A-F.1.1.1	Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)
M05.A-F.2.1.2	Multiply a fraction (including mixed numbers) by a fraction.
CC.2.1.5.C.2	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
M5.A.1.2.1	Match the standard form to the word form of decimal numbers through the hundredths.
M5.A.1.2.2	Identify the place value of a digit (from millions through hundredths).

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

Alignment ID	Alignment Text
M05.A-T.1.1.1	Demonstrate an understanding that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left.
M05.A-T.1.1.3	Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.
M5.A.1.3.2	Compare and/or order decimals through the hundredths. (Limit sets for ordering to no more than 4 numbers.)
M05.A-T.1.1.4	Compare two decimals to thousandths based on meanings of the digits in each place using >, =, and < symbols.
M5.A.3.1.1	Round whole numbers through millions and decimals through hundredths.
M05.A-T.1.1.5	Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).
CC.2.1.5.B.1	Apply place-value concepts to show an understanding of operations and rounding as they pertain to whole numbers and decimals.
M5.A.2.1.1	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits – divisors one digit) and decimals including money (answer through hundredths – no divisors with decimals).
M5.A.3.2.1	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 – whole numbers through thousands and decimals through hundredths - no divisors with decimals).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M05.A-T.1.1.2	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.
M05.A-T.2.1.3	Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).
CC.2.1.5.B.2	Extend an understanding of operations with whole numbers to perform operations including decimals.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
M4.A.1.2.1	Locate/identify fractions or decimals on a number line (decimals and fractions through the tenths – do not mix fractions and decimals).
M04.A-F.2.1.6	Multiply a whole number by a non-unit fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100 and final answers do not need to be simplified or written as a mixed number).
M04.A-F.2.1.7	Solve word problems involving multiplication of a whole number by a fraction (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
M04.D-M.2.1.1	Make a line plot to display a data set of measurements in fractions of a unit (e.g., intervals of 1/2, 1/4, or 1/8).
CC.2.4.4.A.4	Represent and interpret data involving fractions using information provided in a line plot.
M4.A.1.1.1	Write the fraction or decimal, including mixed numbers, which corresponds to a drawing or set – no simplification necessary.
M4.A.1.1.2	Create a drawing or set that represents a given fraction or decimal, including mixed numbers (through the tenths).
M4.A.3.2.2	Solve addition or subtraction problems with fractions with like denominators (denominators to 10, no simplifying necessary).
M04.A-F.1.1.1	Recognize and generate equivalent fractions.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M04.A-F.1.1.2	Compare two fractions with different numerators and different denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100) using the symbols >, =, or < and justify the conclusions.
M04.A-F.2.1.1	Add and subtract fractions with a common denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100; answers do not need to be simplified; and no improper fractions as the final answer).
M04.A-F.2.1.2	Decompose a fraction or a mixed number into a sum of fractions with the same denominator (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100), recording the decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model).
M04.A-F.2.1.4	Solve word problems involving addition and subtraction of fractions referring to the same whole or set and having like denominators (denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100).
CC.2.1.4.C.1	Extend the understanding of fractions to show equivalence and ordering.
CC.2.1.4.C.2	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
CC.2.1.4.C.3	Connect decimal notation to fractions, and compare decimal fractions (base 10 denominator, e.g., 19/100).

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
M3.A.3.1.2	Solve problems involving multiplication through the 9's tables through 9x5.
M03.D-M.3.1.1	Measure areas by counting unit squares (square cm, square m, square in., square ft, and non-standard square units).
CC.2.4.3.A.5	Determine the area of a rectangle and apply the concept to multiplication and to addition.
M03.B-O.1.2.1	Use multiplication (up to and including 10×10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
M03.C-G.1.1.3	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CC.2.3.3.A.2	Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.
M03.B-O.2.2.1	Interpret and/or model division as a multiplication equation with an unknown factor.
CC.2.2.3.A.2	Understand properties of multiplication and the relationship between multiplication and division.
M03.B-O.1.1.1	Interpret and/or describe products of whole numbers (up to and including 10×10).
M03.B-O.1.1.2	Interpret and/or describe whole-number quotients of whole numbers (limit dividends through 50 and limit divisors and quotients through 10).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M03.B-O.3.1.1	Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
CC.2.2.3.A.3	Demonstrate multiplication and division fluency.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
M3.A.2.1.1	Represent multiplication as repeated addition.
M03.B-O.2.1.1	Apply the commutative property of multiplication (not identification or definition of the property).
M03.B-O.1.2.1	Use multiplication (up to and including 10 × 10) and/or division (limit dividends through 50 and limit divisors and quotients through 10) to solve word problems in situations involving equal groups, arrays, and/or measurement quantities.
M03.B-O.3.1.1	Solve two-step word problems using the four operations (expressions are not explicitly stated). Limit to problems with whole numbers and having whole-number answers.
M04.B-O.1.1.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
CC.2.2.3.A.3	Demonstrate multiplication and division fluency.
M4.A.1.3.2	Find/list/identify multiples of a number, where the multiples do not exceed 100.
M04.B-O.2.1.1	Find all factor pairs for a whole number in the interval 1 through 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the interval 1 through 100 is a multiple of a given one-digit number. Determine whether a given whole number in the interval 1 through 100 is prime or composite.
CC.2.2.4.A.2	Develop and/or apply number theory concepts to find factors and multiples.
CC.2.2.3.A.2	Understand properties of multiplication and the relationship between multiplication and division.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
M3.A.3.1.2	Solve problems involving multiplication through the 9's tables through 9x5.
M04.A-T.2.1.2	Multiply a whole number of up to four digits by a one-digit whole number and multiply 2 two-digit numbers.
M04.B-O.1.1.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
2.3.PK.A.1.CC4	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional (solid).
2.3.PK.A.2.CC1	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.
2.9.BI	Children identify, name and describe a variety of shapes that are presented in many ways.
2.9.EQ	What makes shapes different from each other? What shapes can we see in our environment? How do shapes fit together and come apart? How an I position shapes in my environment?
2.9.1.a	Identify and name common two- and three-dimensional geometric shapes
CC.2.3.PreK.A.1	Identify and describe shapes.
CC.2.3.PreK.A.2	Analyze, compare, create, and compose shapes.
CC.2.3.K.A.1	Identify and describe two- and three-dimensional shapes.
CC.2.3.K.A.2	Analyze, compare, create, and compose two- and three-dimensional shapes.
2.1.PK.A.1.CC1	Name numerals up to 10.
2.1.PK.A.1.CC5	Differentiate numerals from letters.

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
2.1.PK.A.2.CC1	Subitize (visually quantify) to determine how many: attach a numerical value to a set of objects without counting up to six.
2.1.PK.A.3.CC3	Compare two numbers between 1 and 5 when presented as written numerals.
2.1.PK.MP.CC1	Engage in numerical play.
2.1.PK.MP.CC2	Persist in numerical play.
2.1.PK.MP.CC3	When prompted, communicate thinking while engaged in numerical play.
2.1.PK.MP.CC4	Talk and listen to peers during numerical play.
2.1.2.b	Differentiate numerals from letters
2.1.PK.A.1.CC6	Counts on when a specific number is provided.
2.8.3.b	Recognize and extend simple patterns
2.6.EQ	How do I collect data? How do I explore and display data? How do I talk about the data? What patterns can I create and describe?
2.8.EQ	How do I respond to routines? How do I use manipulatives to show relationships? What patterns can I create and describe?
2.8.3.a	Recognize, describe, extend and transfer patterns

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
2.8.3.c	Identify and create complex patterns using numerous objects
2.1.PK.A.3.CC1	Create sets of objects with same and different amounts.
2.1.PK.A.3.CC2	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.
2.1.PK.A.3.CC4	Practice use of mathematical vocabulary to compare numbers of objects.
2.4.PK.A.2.CC3	Count and compare the quantities of each category to describe which category has "more of"/"less of" the attribute.
2.6.3.a	Compare groups of one to ten objects to determine more or less
2.1.PK.A.1.CC3	Match a numeral to a set of 0-10 objects.
2.1.PK.A.1.CC4	Represent a number of objects with a written numeral 0-10.
2.1.PK.A.2.CC2	Use one-to-one correspondence when counting to 10.
2.1.PK.A.2.CC3	State the total number of objects counted, demonstrating understanding that the last number named tells the number of objects counted.
2.1.PK.A.2.CC4	Use counting and numbers as part of play and as a means for determining quantity.
2.1.PK.MP.CC5	Use common forms of numerical representation (e.g., fingers, tally marks, dots).

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
2.2.PK.MP.CC6	Use common forms of numerical representation (e.g., fingers, tally marks, dots).
2.4.PK.A.2.CC2	Display the number of objects in each category.
2.1.1.a	Use counting and numbers as part of play and as a means for determining quantity
2.1.1.c	Count up to 10 objects using one to one correspondence
2.1.3.a	Practice combining, separating and naming quantities
2.1.3.b	Match a numeral to a set 0 to 5
2.8.1.a	Compare quantities of concrete objects
2.8.2.a	Practice and count using numbers as a means of determining quantity
2.1.EQ	Why do I need to be able to count objects? How do I use numbers every day? How can I record what I count?
2.1.1.d	Count up to 20 objects using one to one correspondence
2.1.1.e	Use basic numbers and counting
2.1.2.a	Use concrete objects to represent quantities up to and including twenty
2.1.3.d	Match numerals to sets of objects

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Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
2.2.2.b	Represent addition and subtraction in every day situations using up to ten concrete objects
2.3.EQ	What do I understand about the measurement? How can I group objects according to common properties? What can I discover about quantities of objects?
2.8.BI	Learners discover how objects are related to each other using models, patterns and functions involving numbers, shapes, and graphs in problem solving situations.
CC.2.1.PreK.A.1	Know number names and the count sequence.
CC.2.1.PreK.A.2	Count to tell the number of objects.
CC.2.1.K.A.2	Apply one-to-one correspondence to count the number of objects.
CC.2.1.K.A.3	Apply the concept of magnitude to compare numbers and quantities.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
CC.1.2.1.A	Identify the main idea and retell key details of text.
CC.1.2.1.G	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
CC.1.3.1.A	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.A	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.H	Describe how reasons support specific points the author makes in a text.
CC.1.5.2.B	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.2.2.C	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
EX1.1.s	Use context to understand word and sentence meanings.
CC.1.1.2.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.
CC.1.3.2.B	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.3.2.D	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
CC.1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different cultures.
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
CC.1.3.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
E03.B-K.1.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
R3.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R3.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R3.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R3.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text as a whole.
CC.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
R3.B.1.1.1.a.2	Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.
R3.B.1.1.1.c.1	Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).
R3.A.1.1.1	Identify and/or interpret meaning of multiple-meaning words used in text.
R3.A.1.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
R3.A.2.1.2	Identify and/or interpret the meaning of content-specific words used in text.
R3.A.2.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
E03.A-K.1.1.3	Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
E03.B-K.1.1.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events.
CC.1.2.3.C	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
E03.A-V.4.1.1.a	Use context as a clue to the meaning of a word or phrase.
E03.A-V.4.1.1a	Use context as a clue to the meaning of a word or phrase.
E03.B-V.4.1.1.a	Use context as a clue to the meaning of a word or phrase.
E03.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words and phrases used in a text.

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

Alignment ID	Alignment Text
E03.B-V.4.1.1a	Use context as a clue to the meaning of a word or phrase.
E03.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
R3.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R3.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
CC.1.1.3.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.2.3.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.
CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
R3.A.2.3.1	Make inferences and/or draw conclusions based on information from text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text; referring to text to support responses.
R3.B.3.1.1	Identify and/or interpret statements of fact and opinion in nonfictional text.
R3.A.1.3.1	Make inferences and/or draw conclusions based on information from the text.
R3.B.1.2.1	Identify, explain, interpret, compare, and/or describe connections between texts.
R3.B.3.3.4	Identify, compare, and/or explain the sequence of steps in a list of directions.
E03.B-C.3.1.1	Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
R3.B.3.3.1	Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
E03.A-K.1.1.2	Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CC.1.5.4.C	Identify the reasons and evidence a speaker provides to support particular points.
E04.A-V.4.1.1.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
E04.A-V.4.1.1a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort).
E04.B-V.4.1.1.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E04.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words or phrases used in a text.
E04.B-V.4.1.1a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E04.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words or phrases used in a text.
R4.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R4.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.1.4.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.2.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.2.4.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.4.F	Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
CC.1.3.4.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
R4.B.1.2.1	Identify, explain, interpret, compare, and/or describe connections between texts.
R4.B.3.3.4	Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.
R4.B.1.1.1.a.1	Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
R4.B.1.1.1.a.2	Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.
R4.B.1.1.1.c.1	Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E04.B-C.2.1.2	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.
R4.B.3.3.1	Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
CC.1.2.4.E	Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
E04.A-K.1.1.1	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
CC.1.3.4.B	Cite relevant details from text to support what the text says explicitly and make inferences.
E04.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text.
R4.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R4.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from the text.
CC.1.2.4.D	Compare and contrast an event or topic told from two different points of view.
CC.1.2.4.H	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.4.4.W	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E04.B-K.1.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
R4.A.1.3.1	Make inferences and/or draw conclusions based on information from text.
R4.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
CC.1.2.4.B	Refer to details and examples in text to support what the text says explicitly and make inferences.
E04.A-K.1.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
E04.B-K.1.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
R4.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R4.A.2.5.1	Summarize the major points, processes and/or events of a nonfictional text as a whole.
CC.1.2.4.A	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.
R4.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
R4.A.1.6.1	Identify the author's intended purpose of text.
R4.A.2.6.1	Identify the author's intended purpose of text.

0545200806   Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
E05.B-K.1.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
E05.B-C.3.1.1	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
R5.A.1.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
R5.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
CC.1.2.5.A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.
R5.B.3.3.4	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
R5.A.1.5.1	Summarize the key details and events of a fictional text as a whole.
R5.A.2.5.1	Summarize the major points, processes, and/or events of a nonfictional text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
R5.B.1.1.1.c.2	Identify, explain, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of text.
E05.A-V.4.1.1.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.A-V.4.1.1a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.B-V.4.1.1.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.B-V.4.1.1a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E05.B-V.4.1.1.c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
E05.B-V.4.1.1c	Determine the meaning of general academic and domain-specific words and phrases used in a text.
R5.A.1.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
R5.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.
CC.1.1.5.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.2.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
CC.1.2.5.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
CC.1.3.5.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
E05.A-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
CC.1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
E05.B-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
R5.A.1.3.1	Make inferences and/or draw conclusions based on information from text.
R5.A.2.3.1	Make inferences and/or draw conclusions based on information from text.
CC.1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

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

Alignment ID	Alignment Text
E05.B-C.2.1.2	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
R5.B.3.3.1	Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.
CC.1.2.5.E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
R5.B.1.1.1.a.1	Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
R5.B.1.1.1.a.2	Identify, explain, interpret, compare, describe, and/or analyze the relationship between characters and other components of text.
R5.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
E05.A-C.2.1.1	Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.
R5.A.1.6.1	Identify the author's intended purpose of text.
R5.A.1.6.2	Identify, explain, and/or describe examples of text that support the author's intended purpose.
R5.A.2.6.1	Identify the author's intended purpose of text.

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

Alignment ID

Alignment Text

R5.A.2.6.2   Identify, explain, and/or describe examples of text that support the author's intended purpose.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
CC.1.4.1.F.1	Capitalize dates and names of people.
CC.1.4.1.R.1	Capitalize dates and names of people.
CC.1.4.1.F.2	Use end punctuation; use commas in dates and words in series.
CC.1.4.1.L.2	Use end punctuation; use commas in dates and words in series.
CC.1.4.1.R.2	Use end punctuation; use commas in dates and words in series.
CC.1.1.1.B.1	Recognize the distinguishing features of a sentence.
CC.1.5.1.E	Produce complete sentences when appropriate to task and situation.
1.4.A	Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events
EX1.4.b	Sequence two or more events.
CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.1.P	Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.

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

Alignment ID	Alignment Text
1.5.A	Progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing and publishing)
CC.1.4.1.N	Establish who and what the narrative will be about.
CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EX1.4.b	Sequence three or more events.
CC.1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CC.1.4.2.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.P	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
1.4.A	Develop and demonstrate the writing of narrative pieces that include a main idea based on read, imagined or personal events, characters and a sequence of events
CC.1.4.2.N	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O	Include thoughts and feeling to describe experience and events to show the response of characters to situations.
EX1.5.a	Write for different purposes and to a specific audience or person.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
CC.1.5.3.E	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CC.1.4.3.N	Establish a situation and introduce a narrator and/or characters.
E03.D.1.1.9	Produce simple, compound, and complex sentences.
E03.D.1.1.1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
E03.D.1.1.7	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
E03.C.1.3.2	Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
R3.B.1.1.1.a.1	Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
CC.1.4.3.O	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
E03.D.1.2.3	Use commas and quotation marks in dialogue.

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

Alignment ID	Alignment Text
CC.1.4.3.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.3.C	Develop the topic with facts, definitions, details, and illustrations, as appropriate.
CC.1.4.3.J	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
E03.C.1.2.1	Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
E03.C.1.2.2	Develop the topic with facts, definitions, and/or details.

0545200768   Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
E04.D.1.2.1	Use correct capitalization.
E04.D.1.2.3	Use a comma before a coordinating conjunction in a compound sentence.
E04.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
CC.1.4.4.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
R4.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
E04.C.1.1.2	Provide reasons that are supported by facts and details.
E04.C.1.1.3	Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
E04.C.1.1.4	Provide a concluding statement or section related to the opinion presented.
E04.E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
CC.1.4.4.G	Write opinion pieces on topics or texts.
CC.1.4.4.H	Introduce the topic and state an opinion on the topic.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.4.4.I	Provide reasons that are supported by facts and details.
CC.1.4.4.K	Choose words and phrases to convey ideas precisely.
CC.1.4.4.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
E04.C.1.2.1	Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
E04.C.1.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E04.C.1.2.3	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
E04.C.1.2.5	Provide a concluding statement or section related to the information or explanation presented.
CC.1.4.4.B	Identify and introduce the topic clearly.
CC.1.4.4.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
E04.C.1.1.1	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Success With Workbooks State Standards

Alignment ID	Alignment Text
E04.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
CC.1.4.4.D	Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.4.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.
E04.D.1.1.4	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
E04.D.1.1.2	Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).
E04.D.1.1.3	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
E04.D.2.1.1	Choose words and phrases to convey ideas precisely.
E04.D.2.1.2	Choose punctuation for effect.
E04.D.2.1.3	Choose words and phrases for effect.
CC.1.4.4.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E04.A-V.4.1.2.a	Explain the meaning of similes and metaphors in context.
E04.A-V.4.1.2a	Explain the meaning of similes and metaphors in context.
E04.B-V.4.1.2.a	Explain the meaning of similes and metaphors in context.
E04.B-V.4.1.2a	Explain the meaning of similes and metaphors in context.
R4.B.2.1.2	Identify, explain, and/or interpret examples of similes in text.
R4.B.2.1.1	Identify, explain, and/or interpret examples of personification in text.
R4.B.3.2.1	Identify, explain, and/or interpret exaggeration (bias) where present in nonfictional text.
CC.1.4.4.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
E04.C.1.3.1	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
E04.C.1.3.2	Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.
E04.C.1.3.4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.4.4.O	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.1.4.4.Q	Choose words and phrases to convey ideas precisely.
E04.D.1.2.2	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
054520075X	**Scholastic Success With Writing: Grade 5**
CC.1.4.5.N	Orient the reader by establishing a situation and introducing a narrator and/or characters.
E05.D.1.1.8	Ensure subject-verb and pronoun-antecedent agreement.
E05.D.1.2.1	Use punctuation to separate items in a series.
E05.D.1.2.2	Use a comma to separate an introductory element from the rest of the sentence.
E05.D.1.2.3	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
E05.D.1.1.1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
E05.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
E05.C.1.2.6	Provide a concluding section related to the information or explanation presented.
E05.C.1.3.5	Provide a conclusion that follows from the narrated experiences or events.
E05.E.1.1.6	Provide a concluding section related to the analysis presented.
E05.D.2.1.3	Choose punctuation for effect.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CC.1.4.5.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
E05.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E05.C.1.3.4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
E05.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
CC.1.4.5.E.1	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E05.C.1.1.1	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.C.1.1.2	Provide logically ordered reasons that are supported by facts and details.
E05.C.1.1.3	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
E05.C.1.1.4	Establish and maintain a formal style.
E05.C.1.1.5	Provide a concluding section related to the opinion presented.
E05.C.1.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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Alignment ID	Alignment Text
E05.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
R5.B.3.1.1	Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.
CC.1.4.5.C	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.5.G	Write opinion pieces on topics or texts.
CC.1.4.5.H	Introduce the topic and state an opinion on the topic.
CC.1.4.5.I	Provide reasons that are supported by facts and details; draw from credible sources.
CC.1.4.5.J	Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
CC.1.4.5.K.1	Use sentences of varying length.
CC.1.4.5.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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Alignment ID	Alignment Text
CC.1.4.5.D	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
E05.C.1.2.1	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
E05.C.1.2.5	Establish and maintain a formal style.
R5.B.2.2.1	Identify, explain, interpret, and describe the point of view of the narrator as first person or third person point of view.
CC.1.4.5.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
E05.C.1.3.2	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
E05.D.2.1.2	Choose words and phrases to convey ideas precisely.
E05.D.2.1.4	Choose words and phrases for effect.
CC.1.4.5.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

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Alignment ID	Alignment Text
CC.1.4.5.P	Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
E05.D.2.1.1	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CC.1.4.5.K.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CC.1.4.5.Q.2	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
R5.B.2.1.1	Identify, explain, interpret, and/or describe examples of personification in text.
R5.B.2.1.2	Identify, explain, interpret, and/or describe examples of similes in text.
R5.B.2.1.4	Identify, explain, interpret, and/or describe examples of metaphors in text.
R5.B.3.2.1	Identify exaggeration (bias) in nonfictional text.
R5.B.3.2.2	Identify, explain, and/or interpret how the author uses exaggeration (bias) in nonfictional text.
R5.B.2.1.3	Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.
E05.A-V.4.1.2.a	Interpret figurative language (e.g., simile, metaphor, personification) in context.
E05.A-V.4.1.2a	Interpret figurative language (e.g., simile, metaphor, personification) in context.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
E05.B-V.4.1.2.a	Interpret figurative language (simile, metaphor, and personification) in context.
E05.B-V.4.1.2a	Interpret figurative language (simile, metaphor, and personification) in context.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K−1**
EX1.5.s	Print legibly and space letters, words and sentences appropriately.
1.5.6.b	Demonstrate conventional penmanship

0545201128   Scholastic Success With Sight Words

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
1.1.PK.D.CC2	Identify familiar words and environmental print.
1.1.PK.E.CC2	Apply knowledge of letters, words, and sounds to read simple sentences.
1.2.PK.K.CC1	Recognize words or phrases that are unfamiliar to them.
1.3.PK.I.CC1	Recognize words or phrases that are unfamiliar to them.
1.1.2.e	Identify familiar words and environmental print
1.1.EQ	How do I select text to lean about specific information? Do I read for a variety of purposes? How do I recognize new words in print? How can I build vocabulary? How do I read to learn and understand information?
1.1.2.d	Identify and produce a variety of patterned words
1.1.2.f	Identify basic sight words
1.1.3.c	Recognize vocabulary words in print
1.1.5.e	Recognize common sight words with automaticity
CC.1.1.PK.D.2	Identify familiar words and environmental print.
CC.1.1.K.D.3	Read grade-level high-frequency sight words with automaticity.

0545201128   **Scholastic Success With Sight Words**

Alignment ID   Alignment Text

CC.1.1.K.D.4   Distinguish between similarly spelled words by identifying the sounds of the letters that differ.