SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
2-LDC-9o	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
3-LDC-14d	Use known letters and approximations of letters to write their own name and some familiar words.
3-LDC-15k	Use some conventional letters in their writing.
ELA-4K-3.13	Identify several letters and their general order in the alphabet.
ELA-4K-3.14	Beginning to understand that letters can represent speech sounds.
ELA-4K-3.23	Begin recognizing some letters in words.
ELA-4K-4.9	Makes some upper case letters without regard to proportion or placement.
ELA-K-3.13	Recognize uppercase and lowercase letters and their order in the alphabet.
ELA-K-3.23	Distinguish between letters and words.
ELA-K-4.9	Use uppercase and lowercase letters.
ELA-K-4.10	Use appropriate letter formation when printing.
RL.P.1.3	Understand that words are separated by spaces in print.

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
RL.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
RI.P.1.3	Understand that words are separated by spaces in print.
RI.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
W.RC.6.2	Print upper-and lower-case letters.
W.RC.6.3	Recognize that print moves from left to right and that there are spaces between words.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
3-MTE-4m	Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house.").
3-MTE-4n	Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.
3-MTE-4o	Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes ("That's a triangle; it's pointy." "It's a circle because it's round.").
M-4K-4.1	Identify two-dimensional shapes: circle, square, triangle and rectangle.
1-MTE-1s	Rote count to 20 with increasing accuracy.
1-MTE-1t	Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.).
1-MTE-1v	Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.
1-MTE-1w	Match numerals 1–10 to sets of objects, with guidance and support.
1-MTE-1x	Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils).
1-MTE-1z	State the number of objects in a small collection (1–5) without counting (when a friend holds up two fingers, look at her hand and say, "Two fingers" without counting).

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
1-MTE-1aa	Tell what number comes next or what number came before another number when counting 1–5.
1-MTE-2d	Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).
M-4K-1.7	Begin to show an awareness of numbers in the environment.
M-4K-2.1	Count orally forward to twenty and backward from three.
M-4K-2.4	Represent simple joining and separating situations through 4.
M-K-2.1	Recall numbers, counting forward through 99 and backward from 10.
M-K-2.2	Translate between numeral and quantity through 31.
M-K-2.7	Represent the place value of each digit in a two-digit whole number.
K.NS.4.a	the last number said tells the number of objects in the set (cardinality);
K.NS.4.b	the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);
K.NS.4.c	each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.ATO.1	Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.
1-MTE-1q	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as "more than" and "less than" to describe the sets of objects.
1-MTE-1r	Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.
1-MTE-1u	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many are there?"
1-MTE-1y	Given a number 0–5, count out that many objects.
5-MTE-6e	Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question).
M-4K-1.6	Use appropriate vocabulary to communicate mathematical ideas.
M-4K-2.2	Show one-to-one correspondence through ten when counting real objects.
M-4K-2.3	Compare sets of no more than ten objects using the terms "more than" or "same as".
6.c	Use appropriate and precise mathematical language.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2-MTE-3i	Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).
M-4K-1.4	Locate patterns in the environment.
M-4K-3.1	Show awareness of growing patterns in their environment.
M-4K-3.2	Identify and copy a simple pattern.
M-4K-3.3	Recognize a simple pattern and extend.
M-K-1.4	Analyze patterns by reasoning systematically.
M-K-3.1	Identify simple growing patterns.
M-K-3.2	Analyze simple repeating and growing relationships to extend patterns.
7.c	Look for structures to interpret meaning and develop solution strategies.
1-MTE-1ab	Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).
4-MTE-5p	Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.).
M-4K-2.8	Identify the positions first through tenth using concrete objects.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M-4K-5.2	Compare the lengths of two objects.
M-K-5.3	Use nonstandard units to explore the measurement concepts of length and weight.
K.MDA.1	Identify measurable attributes (length, weight) of an object.
K.MDA.2	Compare objects using words such as shorter/longer, shorter/taller, and lighter/heavier.
4-MTE-5k	Use descriptive language for size, length, or weight (short, tall, long, heavy, and big).
4-MTE-5l	Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).
4-MTE-5m	Put a few objects in order by size, length, or weight (arrange a group of 3 blocks in order from the shortest to the longest).
3-MTE-4l	Consistently use a variety of words for positions in space (in, on, over, under, etc.), and follow directions using these words.
M-4K-4.3	Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).
M-4K-4.4	Matches left and right body parts to clothing or related items.
M-K-2.8	Identify ordinal positions through 31st.
M-K-4.4	Use the directional words left and right to describe movement.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
4-MTE-5n	Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale).
ELA-4K-2.5	Identify familiar environmental print.
ELA-4K-3.20	Identify familiar environmental print such as business logos and traffic signs.
M-K-1.1	Apply substantive mathematical problem-solving strategies.
2-MTE-3h	Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute).
ELA-4K-6.3	Classify objects and information by observable attributes into predetermined categories.
ELA-K-3.15	Classify words by categories (for example, beginning and ending sounds).
M-4K-1.5	Classify objects in their environment by color, shape, size or function.
M-4K-3.4	Sort and classify objects by one attribute (size, shape, or color).
K.MDA.3	Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.
ELA-4K-3.1	Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.
ELA-K-3.1	Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
RL.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.
RI.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.
ELA-K-3.18	Use letters and relationships to sounds to write words.
3-LDC-14e	Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy.").
RL.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
RI.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
W.L.5.3	Write letter(s) for familiar consonant and vowel sounds.
W.L.5.4	Spell simple words phonetically.
2-LDC-9o	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
3-LDC-14d	Use known letters and approximations of letters to write their own name and some familiar words.
3-LDC-15k	Use some conventional letters in their writing.
ELA-4K-3.13	Identify several letters and their general order in the alphabet.
ELA-4K-3.14	Beginning to understand that letters can represent speech sounds.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
ELA-4K-3.23	Begin recognizing some letters in words.
ELA-4K-4.9	Makes some upper case letters without regard to proportion or placement.
ELA-K-3.13	Recognize uppercase and lowercase letters and their order in the alphabet.
ELA-K-3.23	Distinguish between letters and words.
ELA-K-4.9	Use uppercase and lowercase letters.
ELA-K-4.10	Use appropriate letter formation when printing.
RL.P.1.3	Understand that words are separated by spaces in print.
RL.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
RI.P.1.3	Understand that words are separated by spaces in print.
RI.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
W.RC.6.2	Print upper-and lower-case letters.
W.RC.6.3	Recognize that print moves from left to right and that there are spaces between words.
2-LDC-11m	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
ELA-4K-3.9	Recognize rhyming words with adult modeling.
ELA-K-3.9	Create rhyming words in response to an oral prompt.
RL.P.2.1	Recognize and produce rhyming words.
RI.P.2.1	Recognize and produce rhyming words.
ELA-4K-1.9	Begin to distinguish between real and make-believe in stories read aloud.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
ELA-4K-1.3	Distinguish between descriptions of story events and spoken words of characters.
ELA-4K-4.1	Describe events of personal significance.
ELA-4K-4.2	Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.
RI.MC.7.1	With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.
2-LDC-11m	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
2-LDC-11n	Associate sounds with specific words, such as awareness that different words begin with the same sound.
ELA-4K-3.8	Use word beginnings and endings as language play or comprehension clue.
ELA-4K-3.9	Recognize rhyming words with adult modeling.
ELA-4K-3.15	Begin to recognize similarities in sounds at the beginning and ending of words.
ELA-K-3.8	Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.
ELA-K-3.9	Create rhyming words in response to an oral prompt.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
ELA-K-3.14	Identify beginning and ending sounds in words.
RL.P.2.1	Recognize and produce rhyming words.
RL.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
RI.P.2.1	Recognize and produce rhyming words.
RI.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
ELA-K-1.5	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
ELA-4K-1.9	Begin to distinguish between real and make-believe in stories read aloud.
RL.LCS.10.5	With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
RL.LCS.10.6	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.
RI.LCS.9.4	With guidance and support, use print and multimedia resources to explore word relationships and meanings.
RI.LCS.9.5	With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
2-LDC-9m	Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).
ELA-K-3.1	Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.
ELA-K-3.3	Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).
ELA-K-3.4	Recognize high frequency words.
2-LDC-9p	Identify their name and the names of some friends when they see them in print.
ELA-4K-3.1	Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.
ELA-4K-3.3	Display curiosity and interest in learning new words.
ELA-4K-6.3	Classify objects and information by observable attributes into predetermined categories.
ELA-K-3.15	Classify words by categories (for example, beginning and ending sounds).
RL.P.3.3	Read regularly spelled one-syllable words.
RL.P.3.5	Read common high-frequency words.
RL.P.3.6	Recognize grade-appropriate irregularly spelled words.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RL.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.
RI.P.3.3	Read regularly spelled one-syllable words.
RI.P.3.5	Read common high-frequency words.
RI.P.3.6	Recognize grade-appropriate irregularly spelled words.
RI.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
ELA-4K-3.9	Recognize rhyming words with adult modeling.
ELA-K-3.9	Create rhyming words in response to an oral prompt.
RL.P.2.1	Recognize and produce rhyming words.
RI.P.2.1	Recognize and produce rhyming words.
RL.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
RI.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
2-LDC-9o	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
2-LDC-11m	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
2-LDC-11n	Associate sounds with specific words, such as awareness that different words begin with the same sound.
ELA-4K-3.8	Use word beginnings and endings as language play or comprehension clue.
ELA-4K-3.12	Begin identifying some letter sounds and matching them to letters.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
ELA-4K-3.13	Identify several letters and their general order in the alphabet.
ELA-4K-3.14	Beginning to understand that letters can represent speech sounds.
ELA-4K-3.15	Begin to recognize similarities in sounds at the beginning and ending of words.
ELA-4K-3.23	Begin recognizing some letters in words.
ELA-K-3.8	Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.
ELA-K-3.12	Match consonant and short-vowel sounds to the appropriate letters.
ELA-K-3.13	Recognize uppercase and lowercase letters and their order in the alphabet.
ELA-K-3.14	Identify beginning and ending sounds in words.
ELA-K-3.15	Classify words by categories (for example, beginning and ending sounds).
ELA-K-3.18	Use letters and relationships to sounds to write words.
ELA-K-3.23	Distinguish between letters and words.
ELA-K-4.4	Use letters and relationships to sound to write words.
RL.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
RL.P.1.3	Understand that words are separated by spaces in print.

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
RL.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
RL.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.
RL.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.
RL.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.
RI.P.1.2	Recognize that spoken words are represented in written language by specific sequences of letters.
RI.P.1.3	Understand that words are separated by spaces in print.
RI.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
RI.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.
RI.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.
RI.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
ELA-K-3.13	Recognize uppercase and lowercase letters and their order in the alphabet.
RL.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
RI.P.1.4	Recognize and name all upper- and lowercase letters of the alphabet.
RL.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
RI.P.2.4	Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
2-LDC-9o	Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
3-LDC-14e	Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).
ELA-4K-3.12	Begin identifying some letter sounds and matching them to letters.
ELA-4K-3.13	Identify several letters and their general order in the alphabet.
ELA-4K-3.23	Begin recognizing some letters in words.
ELA-K-3.12	Match consonant and short-vowel sounds to the appropriate letters.
ELA-K-3.16	Use blending to begin reading words.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
ELA-K-3.18	Use letters and relationships to sounds to write words.
ELA-K-3.23	Distinguish between letters and words.
ELA-K-4.4	Use letters and relationships to sound to write words.
RL.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.
RL.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.
RL.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.
RI.P.3.1	Produce one-to-one letter-sound correspondences for each consonant.
RI.P.3.2	Associate long and short sounds of the five major vowels with their common spellings.
RI.P.3.4	Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.
W.L.5.3	Write letter(s) for familiar consonant and vowel sounds.
W.L.5.4	Spell simple words phonetically.

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
4.b	Interpret mathematical models in the context of the situation.
1.NSBT.1.a	count forward by ones to 120 starting at any number;
1.NSBT.1.c	read, write and represent numbers to 100 using concrete models, standard form, and equations in expanded form;
1.NSBT.1.d	read and write in word form numbers zero through nineteen, and multiples of ten through ninety.
1.ATO.9.a	repeating patterns (e.g., AB, AAB, ABB, and ABC type patterns);
1.NSBT.1.b	count by fives and tens to 100, starting at any number;
1.NSBT.4.b	add a two-digit number and a multiple of 10.
1.ATO.6.a	addition and subtraction through 20;
1.NSBT.4.a	add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);
1.ATO.1	Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.
1.ATO.6.b	fluency with addition and related subtraction facts through 10.

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

Alignment ID	Alignment Text
1.MDA.6	Identify a penny, nickel, dime and quarter and write the coin values using a ¢ symbol.
1.MDA.2	Use nonstandard physical models to show the length of an object as the number of same size units of length with no gaps or overlaps.
1.MDA.1	Order three objects by length using indirect comparison.
1.MDA.5	Draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs.
1.MDA.3	Use analog and digital clocks to tell and record time to the hour and half hour.

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.NSBT.8	Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.
2.ATO.3	Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., 3 + 3 = 6).
2.NSBT.4	Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).
2.NSBT.1.a	100 can be thought of as a bundle (group) of 10 tens called a “hundred”;
2.NSBT.1.b	the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;
2.NSBT.5	Add and subtract fluently through 99 using knowledge of place value and properties of operations.
2.NSBT.6	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
2.ATO.2	Demonstrate fluency with addition and related subtraction facts through 20.
2.NSBT.7	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.
2.ATO.4	Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

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

Alignment ID	Alignment Text
2.ATO.1	Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.
2.MDA.6	Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.
6.d	Use appropriate units, scales, and labels.
2.MDA.1	Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.
2.MDA.3	Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).
2.MDA.4	Measure to determine how much longer one object is than another, using standard length units.
2.MDA.9	Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.
2.MDA.10	Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
3.NSBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.MDA.3	Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.
3.ATO.1	Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0–10) and the product.
3.ATO.3	Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
3.ATO.2	Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0–10), divisor (i.e., 0–10), and dividend.
3.ATO.7	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.
3.ATO.8	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.
3.NSF.1.b	A fraction a/b is the quantity formed by
3.NSF.1.d	A fraction can be represented using set, area, and linear models.

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

Alignment ID	Alignment Text
3.NSF.2.a	two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;
3.NSF.2.b	fraction equivalence can be represented using set, area, and linear models;
3.NSF.2.c	whole numbers can be written as fractions (e.g., 4 = 4/1 and 1 = 4/4);
3.MDA.1	Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p. m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.
3.MDA.4	Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
4.NSBT.1	Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.
4.c	Make assumptions and estimates to simplify complicated situations.
4.NSBT.3	Use rounding as one form of estimation and round whole numbers to any given place value.
4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.
4.NSBT.4	Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.
4.ATO.1	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
4.NSBT.6	Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

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

Alignment ID	Alignment Text
4.NSF.1	Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), a/b, is equivalent to a fraction, n x a/n x b, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NSF.3.a	Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;
4.NSF.4.c	Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).
4.NSF.6	Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.
4.NSF.7	Compare and order decimal numbers to hundredths, and justify using concrete and visual models.
4.MDA.4	Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.
4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.
4.NSF.3.c	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.MDA.1	Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.

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

Alignment ID	Alignment Text
4.MDA.6	Measure and draw angles in whole number degrees using a protractor.
4.ATO.5	Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
5.NSBT.6	Divide up to a four-digit dividend by a two-digit divisor, using strategies based on place value, the properties of operations, and the relationship between multiplication and division.
5.NSF.4.b	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;
5.NSF.4.c	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NSF.5.a	Estimate the size of the product based on the size of the two factors;
5.NSF.5.b	Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;
5.NSF.5.c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;
5.NSF.6	Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.
5.NSF.5.d	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NSBT.1	Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.

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

Alignment ID	Alignment Text
5.NSBT.3	Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols >, =, or <.
5.ATO.3.a	Generate two numerical patterns given two rules and organize in tables;
5.ATO.3.d	Identify the relationship between the two numerical patterns.
5.NSBT.5	Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.
5.MDA.3.a	Recognize volume as an attribute of right rectangular prisms;
5.MDA.1	Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
5.MDA.4	Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.
5.ATO.3.b	Translate the two numerical patterns into two sets of ordered pairs;
5.ATO.3.c	Graph the two sets of ordered pairs on the same coordinate plane;
5.G.1.c	The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;

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

Alignment ID	Alignment Text
5.G.1.d	The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
3.NSBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NSBT.5	Compare and order numbers through 999,999 and represent the comparison using the symbols >, =, or <.
3.NSF.1.a	A fraction 1/b (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;
3.NSF.1.b	A fraction a/b is the quantity formed by
3.NSF.1.d	A fraction can be represented using set, area, and linear models.
3.NSF.2.c	whole numbers can be written as fractions (e.g., 4 = 4/1 and 1 = 4/4);
3.NSF.2.d	fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.
3.MDA.1	Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p. m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.
3.MDA.2	Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (i.e., mL, L) to the nearest whole unit.
3.MDA.3	Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.

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

Alignment ID	Alignment Text
3.MDA.5.a	Recognize area as an attribute of plane figures;
3.MDA.5.b	Measure area by building arrays and counting standard unit squares;
3.MDA.5.c	Determine the area of a rectilinear polygon and relate to multiplication and addition.
3.MDA.6	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
2.d	Connect the meaning of mathematical operations to the context of a given situation.
3.ATO.2	Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0–10), divisor (i.e., 0–10), and dividend.
3.ATO.7	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.
3.ATO.8	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.

0545200652 Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
4.c	Make assumptions and estimates to simplify complicated situations.
4.NSBT.3	Use rounding as one form of estimation and round whole numbers to any given place value.
4.NSF.2	Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2 and represent the comparison using the symbols >, =, or <.
4.ATO.4	Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1–100 and determine whether the whole number is prime or composite.
4.ATO.5	Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.
4.MDA.1	Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.
4.MDA.8	Determine the value of a collection of coins and bills greater than $1.00.
2.d	Connect the meaning of mathematical operations to the context of a given situation.
4.NSBT.4	Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.

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

Alignment ID	Alignment Text
4.NSBT.6	Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
4.NSF.3.c	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.
4.ATO.1	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.
4.MDA.2	Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
5.NSBT.3	Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols >, =, or <.
5.NSBT.4	Round decimals to any given place value within thousandths.
5.ATO.3.a	Generate two numerical patterns given two rules and organize in tables;
5.ATO.3.d	Identify the relationship between the two numerical patterns.
5.MDA.1	Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
5.MDA.3.a	Recognize volume as an attribute of right rectangular prisms;
5.MDA.4	Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation.
4.b	Interpret mathematical models in the context of the situation.
5.NSBT.5	Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.

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

Alignment ID	Alignment Text
5.NSF.1	Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.
5.NSF.2	Solve real-world problems involving addition and subtraction of fractions with unlike denominators.
5.NSF.4.b	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;
5.NSF.4.c	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NSF.5.a	Estimate the size of the product based on the size of the two factors;
5.NSF.5.b	Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;
5.NSF.5.c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;
5.NSF.5.d	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NSF.6	Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.
5.ATO.3.b	Translate the two numerical patterns into two sets of ordered pairs;
5.ATO.3.c	Graph the two sets of ordered pairs on the same coordinate plane;

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

Alignment ID	Alignment Text
5.G.1.c	The first number in an ordered pair is the x-coordinate and represents the horizontal distance from the origin;
5.G.1.d	The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.

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

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
6.NS.4.c	Express sums of two whole numbers, each less than or equal to 100, using the distributive property to factor out a common factor of the original addends.
6.NS.7.a	Interpret statements using equal to (=) and not equal to (≠).
6.NS.9	Investigate and translate among multiple representations of rational numbers (fractions, decimal numbers, percentages). Fractions should be limited to those with denominators of 2, 3, 4, 5, 8, 10, and 100.
6.GM.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
4.b	Interpret mathematical models in the context of the situation.
6.NS.6.d	Plot rational numbers on number lines and ordered pairs on coordinate planes.
6.RP.3.e	Understand that a percentage is a rate per 100 and use this to solve problems involving wholes, parts, and percentages.
6.GM.3.a	Given coordinates of the vertices, draw a polygon in the coordinate plane.

0545201039 Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
RL.P.3.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
RL.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
RL.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
RL.MC.6.1	Determine the theme by recalling key details that support the theme.
RL.LCS.9.1	Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
RL.LCS.9.2	Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
RL.LCS.10.1	Use paragraph-level context to determine the meaning of words and phrases.
RL.LCS.10.2	Determine the meaning of a word when an affix is added to a base word.
RL.LCS.10.5	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
RL.LCS.12.2	Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.

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

Alignment ID	Alignment Text
RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RI.P.3.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
RI.P.3.6	Read grade-appropriate irregularly spelled words.
RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
RI.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.
RI.MC.7.1	Compare and contrast diverse texts on the same topic, idea, or concept.
RI.LCS.8.1	Explain how the author uses words and phrases to inform, explain, or describe.
RI.LCS.8.2	Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.
RI.LCS.9.1	Use paragraph-level context to determine the meaning of words and phrases.
RI.LCS.9.2	Determine the meaning of a word when an affix is added to a base word.

0545201039 Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI.LCS.9.4	Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.
RI.LCS.9.5	Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.
RI.LCS.10.1	State the author's purpose; distinguish one's own perspective from that of the author.
RI.LCS.11.1	Identify problem and solution, description, and question and answer structures to locate information and gain meaning.
RI.LCS.11.2	Describe the structures an author uses to support specific points.
RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.
RI.RC.12.2	Read independently for sustained periods of time.
RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RL.LCS.10.6	Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
RL.LCS.12.1	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RL.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
RL.MC.6.1	Determine the development of a theme within a text; summarize using key details.
RL.MC.7.2	Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.
RL.LCS.9.1	Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.
RL.LCS.9.2	Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
RL.LCS.10.1	Use definitions, examples, and restatements to determine the meaning of words or phrases.
RL.LCS.10.2	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
RL.LCS.11.1	Compare and contrast first and third person points of view; determine how an author’s choice of point of view influences the content and meaning.

0545201101 Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RI.P.3.1	Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
RI.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.
RI.MC.7.1	Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
RI.LCS.8.1	Determine how the author uses words and phrases to shape and clarify meaning.
RI.LCS.8.2	Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.
RI.LCS.9.1	Use definitions, examples, and restatements to determine the meaning of words or phrases.
RI.LCS.9.2	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
RI.LCS.10.1	Identify and describe the difference between a primary and secondary account of the same event or topic.

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

Alignment ID	Alignment Text
RI.LCS.11.1	Apply knowledge of text structures to describe how structures contribute to meaning.
RI.LCS.11.2	Explain how an author uses reasons and evidence to support particular points.
RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.
RI.RC.12.2	Read independently for sustained periods of time.
RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RL.LCS.10.6	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.
RI.LCS.9.5	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

0545201098 Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
RL.LCS.12.1	Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
RL.LCS.10.6	Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.
W.MCC.2.1.k	use precise language and domain-specific vocabulary to inform or explain the topic;
RL.MC.5.1	Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
RL.MC.6.1	Determine and analyze the development of a theme within a text; summarize using key details.
RL.MC.7.2	Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.
RL.LCS.9.1	Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
RL.LCS.9.2	Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.
RL.LCS.10.1	Use cause and effect relationships and comparisons to determine the meaning of words or phrases.
RL.LCS.12.2	Compare how different crafted text structures contribute to meaning and impact the reader.

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

Alignment ID	Alignment Text
RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RI.MC.5.1	Quote accurately from a text to analyze meaning in and beyond the text.
RI.MC.6.1	Summarize a text with two or more central ideas; cite key supporting details.
RI.MC.7.1	Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
RI.LCS.8.1	Analyze how the author uses words and phrases to shape and clarify meaning.
RI.LCS.8.2	Apply knowledge of text features in multiple sources to gain meaning or solve a problem.
RI.LCS.9.1	Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.
RI.LCS.9.2	Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
RI.LCS.10.1	Compare and contrast a primary and secondary account of the same event or topic.
RI.LCS.11.1	Apply knowledge of text structures across multiple texts to locate information and gain meaning.
RI.LCS.11.2	Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

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

Alignment ID	Alignment Text
RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.
RI.RC.12.2	Read independently for sustained periods of time.
RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

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

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
RL.MC.7.1	Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.
I.2.1	Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.
RL.MC.5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.MC.7.2	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
RL.LCS.9.1	Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
RL.LCS.9.2	Analyze the author’s word and convention choices and draw conclusions about how they impact meaning and tone.
RL.LCS.10.1	Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.
RL.LCS.10.6	Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.
RL.LCS.12.2	Compare and contrast how different text structures contribute to meaning and impact the reader.

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

Alignment ID	Alignment Text
RL.RC.13.3	Read and respond to grade level text to become self-directed, critical readers, and thinkers.
RI.P.4.1	Read grade-level text with purpose and understanding.
RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
RI.P.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RI.MC.5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.MC.6.1	Provide an objective summary of a text with two or more central ideas; cite key supporting details.
RI.MC.7.1	Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.
RI.LCS.8.1	Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.
RI.LCS.8.2	Identify text features and structures that support an author's ideas or claim.
RI.LCS.9.1	Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.
RI.LCS.9.2	Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

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

Alignment ID	Alignment Text
RI.LCS.10.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.
RI.LCS.11.1	Identify text features and structures that support an author's idea or claim.
RI.LCS.11.2	Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.RC.12.1	Engage in whole and small group reading with purpose and understanding.
RI.RC.12.2	Read independently for sustained periods of time.
RI.RC.12.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
W.L.4.5	Use adjectives and adverbs.
W.L.4.8	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
W.L.5.2.a	periods, question marks, and exclamation marks at the end of sentences; and
W.L.4.2	Use singular and plural nouns with matching verbs in basic sentences.
W.L.5.1	Capitalize the first word of a sentence, dates, names, and the pronoun I.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
W.L.4.8	Produce, expand, and rearrange complete simple and compound sentences.
W.L.5.1	Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
W.L.5.2.a	periods, question marks, or exclamation marks at the end of sentences;
W.L.4.2	Form and use frequently occurring irregular plural nouns.
W.L.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.
W.L.5.2.c	apostrophes to form contractions and singular possessive nouns.
W.L.4.4	Form and use the past tense of frequently occurring irregular verbs.

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
W.L.5.1	Capitalize appropriate words in titles, historical periods, company names, product names, and special events.
W.L.4.1.b	form and use regular and irregular plural nouns; use abstract nouns;
W.L.4.1.e	ensure subject-verb and pronoun-antecedent agreement;
W.L.4.1.f	form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;
W.L.4.1.i	produce simple, compound, and complex sentences.
W.L.5.2.a	apostrophes to form contractions and singular and plural possessives;
W.L.5.2.b	quotation marks to mark direct speech; and
W.L.5.2.c	commas in locations and addresses, to mark direct speech, and with coordinating adjectives.
W.L.4.1.a	show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;
W.L.4.1.c	form and use regular and irregular verbs;
W.L.4.1.d	form and use the simple verb tenses;

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
W.L.4.1.h	use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
W.L.4.1.g	use coordinating and subordinating conjunctions;
W.L.5.2.c	commas before a coordinating conjunction in a compound sentence.
W.L.5.1	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
W.L.4.1.b	form and use the progressive verb tenses;
W.L.4.1.d	use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;
W.L.4.1.e	order adjectives within sentences according to conventional patterns;
W.L.4.1.f	explore using prepositional phrases in different positions within a sentence;
W.L.5.2.b	quotation marks and commas to mark direct speech; and
W.L.4.1.a	use relative pronouns and relative adverbs;

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
W.L.4.1.d	recognize and use appropriate continuity or shifts in verb tense; and
W.L.4.1.b	form and use the perfect verb tenses;
W.L.4.1.c	use verb tense to convey various times, sequences, states, and conditions;
W.MCC.1.1.f	use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and
W.MCC.2.1.g	develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
W.MCC.2.1.i	use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;
W.L.5.2.a	apostrophes and quotation marks; and
W.L.4.1.a	show knowledge of the function of conjunctions, prepositions, and interjections;
W.L.5.2.b	commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
4.NSBT.4	Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.
4.ATO.1	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
4.ATO.3	Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.
4.NSBT.6	Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.NSBT.5	Fluently multiply multi-digit whole numbers using strategies to include a standard algorithm.
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.ATO.6.a	addition and subtraction through 20;
1.ATO.2	Solve real-world/story problems that include three whole number addends whose sum is less than or equal to 20.
1.ATO.3	Apply Commutative and Associative Properties of Addition to find the sum (through 20) of two or three addends.
1.NSBT.4.a	add a two-digit number and a one-digit number, understanding that sometimes it is necessary to compose a ten (regroup);
1.ATO.1	Solve real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 20 with unknowns in all positions.
1.ATO.6.b	fluency with addition and related subtraction facts through 10.
1.NSBT.4.b	add a two-digit number and a multiple of 10.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.ATO.2	Demonstrate fluency with addition and related subtraction facts through 20.
2.NSBT.5	Add and subtract fluently through 99 using knowledge of place value and properties of operations.
2.NSBT.6	Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
2.NSBT.7	Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.ATO.8	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
W.RC.6.5	Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
W.RC.6.2	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
W.RC.6.3	Write left to right leaving space between words.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.NSF.3	Understand the relationship between fractions and division of whole numbers by interpreting a fraction as the numerator divided by the denominator (i.e., a/b = a ÷ b).
5.NSF.4.a	Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths;
5.MDA.2	Create a line plot consisting of unit fractions and use operations on fractions to solve problems related to the line plot.
5.NSF.1	Add and subtract fractions with unlike denominators (including mixed numbers) using a variety of models, including an area model and number line.
5.NSF.2	Solve real-world problems involving addition and subtraction of fractions with unlike denominators.
5.NSF.4.b	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product;
5.NSF.4.c	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NSF.5.a	Estimate the size of the product based on the size of the two factors;
5.NSF.5.b	Explain why multiplying a given number by a number greater than 1 (e.g., improper fractions, mixed numbers, whole numbers) results in a product larger than the given number;
5.NSF.5.c	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number;

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

Alignment ID	Alignment Text
5.NSF.5.d	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NSF.6	Solve real-world problems involving multiplication of a fraction by a fraction, improper fraction and a mixed number.
5.NSF.7.b	Interpret division of a whole number by a unit fraction and compute the quotient.
5.NSF.8	Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations.
5.NSBT.1	Understand that, in a multi-digit whole number, a digit in one place represents 10 times what the same digit represents in the place to its right, and represents 1/10 times what the same digit represents in the place to its left.
5.NSBT.3	Read and write decimals in standard and expanded form. Compare two decimal numbers to the thousandths using the symbols >, =, or <.
5.NSBT.4	Round decimals to any given place value within thousandths.
5.NSBT.7	Add, subtract, multiply, and divide decimal numbers to hundredths using concrete area models and drawings.

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
4.NSF.4.c	Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).
4.NSF.6	Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.
4.NSF.7	Compare and order decimal numbers to hundredths, and justify using concrete and visual models.
4.MDA.4	Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.
4.NSF.1	Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), a/b, is equivalent to a fraction, n x a/n x b, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
4.NSF.2	Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2 and represent the comparison using the symbols >, =, or <.
4.NSF.3.a	Compose and decompose a fraction in more than one way, recording each composition and decomposition as an addition or subtraction equation;
4.NSF.3.c	Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

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

Alignment ID	Alignment Text
4.NSF.5	Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
3.ATO.1	Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0–10) and the product.
3.MDA.5.b	Measure area by building arrays and counting standard unit squares;
3.ATO.3	Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
3.ATO.2	Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0–10), divisor (i.e., 0–10), and dividend.
3.ATO.7	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.
3.ATO.6	Understand division as a missing factor problem.
3.ATO.8	Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
3.ATO.5	Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.
3.ATO.3	Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.
4.ATO.2	Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).
4.NSF.4.a	Understand a fraction a/b as a multiple of 1/b;
4.NSF.4.b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number;
4.ATO.4	Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1–100 and determine whether the whole number is prime or composite.
3.ATO.1	Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0–10) and the product.
3.ATO.7	Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.

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

Alignment ID	Alignment Text
4.NSBT.5	Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.
4.ATO.1	Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.) Represent verbal statements of multiplicative comparisons as multiplication equations.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
3-MTE-4m	Use 2- and 3-dimensional shapes to represent real world objects (say, "We are building a castle and we need a round block for the tunnel." "I glued a circle and a square on my picture to make a house.").
3-MTE-4n	Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment.
M-4K-4.1	Identify two-dimensional shapes: circle, square, triangle and rectangle.
1-MTE-1v	Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities.
1-MTE-1s	Rote count to 20 with increasing accuracy.
1-MTE-1aa	Tell what number comes next or what number came before another number when counting 1–5.
M-K-2.1	Recall numbers, counting forward through 99 and backward from 10.
2-MTE-3i	Describe, duplicate, and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).
2-MTE-3j	Show beginning abilities to create simple repeating patterns.
M-4K-1.4	Locate patterns in the environment.
M-4K-3.1	Show awareness of growing patterns in their environment.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
M-4K-3.2	Identify and copy a simple pattern.
M-4K-3.3	Recognize a simple pattern and extend.
M-K-1.4	Analyze patterns by reasoning systematically.
M-K-3.1	Identify simple growing patterns.
M-K-3.2	Analyze simple repeating and growing relationships to extend patterns.
7.c	Look for structures to interpret meaning and develop solution strategies.
K.ATO.6	Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.
1-MTE-1q	Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.
1-MTE-1r	Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different.
M-4K-2.3	Compare sets of no more than ten objects using the terms “more than” or “same as”.
1-MTE-1t	Count up to 10 objects in a variety of ways (e.g., left to right, right to left, in stacks, etc.).
1-MTE-1u	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?”

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
1-MTE-1w	Match numerals 1–10 to sets of objects, with guidance and support.
1-MTE-1y	Given a number 0–5, count out that many objects.
M-4K-2.2	Show one-to-one correspondence through ten when counting real objects.
M-4K-2.4	Represent simple joining and separating situations through 4.
M-K-2.2	Translate between numeral and quantity through 31.
K.NS.4.a	the last number said tells the number of objects in the set (cardinality);
K.NS.4.c	each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.
K.ATO.1	Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
RI.MC.6.1	Retell the central idea and key details to summarize a text heard, read, or viewed.
RI.LCS.11.2	Identify the reasons an author gives to support a position.
RL.MC.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
RI.MC.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
RI.MC.7.1	Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.
RI.LCS.11.1	Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.
RL.P.4.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
RL.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
RI.P.4.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
RI.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
RL.MC.8.1.e	describe cause and effect relationships.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
RI.LCS.9.1	Use context to determine the meaning of words and phrases.
RI.MC.6.1	Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
RI.LCS.9.2	Determine the meaning of a newly formed word when a known affix is added to the word.
C.LCS.4.1	Identify speaker's purpose and details that keep the listener engaged.
RI.MC.5.1	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
I.2.1	Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
RI.MC.5.2	Make predictions before and during reading; confirm or modify thinking.
RI.LCS.11.1	Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
RL.P.3.1	Use knowledge of r-controlled vowels to read.
RL.P.3.2	Use knowledge of how syllables work to read multisyllabic words.
RL.P.3.3	Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

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

Alignment ID	Alignment Text
RL.P.3.4	Use and apply knowledge of vowel diphthongs.
RL.P.3.5	Use and apply knowledge of how inflectional endings change words.
RL.P.3.6	Recognize and read grade-appropriate irregularly spelled words.
RL.P.4.1	Read grade-level texts with purpose and understanding.
RL.MC.5.1	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
RL.MC.5.2	Make predictions before and during reading; confirm or modify thinking
RL.MC.6.1	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
RL.MC.7.1	Retell the sequence of major events using key details; determine the theme in a text heard or read.
RL.MC.7.2	Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.
RL.MC.8.1.a	compare and contrast characters' actions, feelings, and responses to major events or challenges;
RL.MC.8.1.b	describe how cultural context influences characters, setting, and the development of the plot; and
RL.MC.8.1.c	explain how cause and effect relationships affect the development of plot.

0545200830 Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL.LCS.9.1	Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
RL.LCS.9.2	Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.
RL.LCS.10.1	Use context to determine the meaning of words and phrases.
RL.LCS.10.2	Determine the meaning of a newly formed word when a known affix is added to a known word.
RL.LCS.10.3	Use a base word to determine the meaning of an unknown word with the same base.
RL.LCS.10.4	Use the meanings of individual words to predict the meaning of compound words.
RL.LCS.10.5	Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
RL.LCS.10.6	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
RL.LCS.11.1	Identify and analyze the author’s purpose.
RL.LCS.11.2	Recognize differences between the points of view and perspectives of the narrator and various characters.
RL.LCS.12.1	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.

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

Alignment ID	Alignment Text
RL.LCS.12.2	Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.
RL.RC.13.1	Engage in whole and small group reading with purpose and understanding.
RL.RC.13.2	Read independently for sustained periods of time to build stamina.
RL.RC.13.3	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
RI.LCS.9.3	Use a base word to determine the meaning of an unknown word with the same base.
RI.LCS.9.4	Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
RI.RC.12.2	Read independently for sustained periods of time.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
RL.MC.6.1	Determine the theme by recalling key details that support the theme.
RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.
RL.LCS.10.6	Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.
RL.LCS.10.1	Use paragraph-level context to determine the meaning of words and phrases.
RI.LCS.9.1	Use paragraph-level context to determine the meaning of words and phrases.
RL.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
RI.MC.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
RL.LCS.11.1	Explain the differences between first and third person points of view.
RL.LCS.11.2	Compare and contrast the reader’s point of view to that of the narrator or a character.
RL.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

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

Alignment ID	Alignment Text
RL.LCS.12.2	Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.
RI.P.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
RL.LCS.11.1	Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.
RL.MC.8.1.b	explain the influence of cultural, historical, and social context on characters, setting, and plot development.
I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
RL.MC.7.2	Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.
RI.LCS.11.2	Explain how an author uses reasons and evidence to support particular points.
I.3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.
RL.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
RI.MC.5.1	Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.
RL.MC.6.1	Determine the development of a theme within a text; summarize using key details.

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

Alignment ID	Alignment Text
RI.MC.6.1	Summarize multi-paragraph texts using key details to support the central idea.
W.MCC.1.1.f	use paraphrasing, quotations, and original language to avoid plagiarism; and
W.MCC.2.1.g	use paraphrasing, quotations, and original language to avoid plagiarism;

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
RL.MC.6.1	Determine and analyze the development of a theme within a text; summarize using key details.
RI.MC.6.1	Summarize a text with two or more central ideas; cite key supporting details.
RI.LCS.11.2	Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.
RL.LCS.12.2	Compare how different crafted text structures contribute to meaning and impact the reader.
RL.MC.7.2	Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.
RL.MC.8.1.a	analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,
I.2.1	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
I.3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.
RL.MC.5.1	Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.

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

Alignment ID	Alignment Text
RL.MC.8.1.b	explain the influence of cultural, historical, social and political context on characters, setting, and plot development.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
W.L.5.1	Capitalize the first word of a sentence, dates, names, and the pronoun I.
W.L.5.2.a	periods, question marks, and exclamation marks at the end of sentences; and
RL.P.1.1	Recognize the distinguishing features of a sentence.
RI.P.1.1	Recognize the distinguishing features of a sentence.
W.L.4.5	Use adjectives and adverbs.
RL.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
RI.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
RL.MC.7.1	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
W.MCC.3.1	Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
W.L.5.1	Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
W.L.5.2.a	periods, question marks, or exclamation marks at the end of sentences;
W.L.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.
W.L.4.7	Use conjunctions.
W.L.4.8	Produce, expand, and rearrange complete simple and compound sentences.
W.L.5.2.b	commas in greetings and closings of letters, dates, and to separate items in a series; and
W.L.4.4	Form and use the past tense of frequently occurring irregular verbs.
RL.LCS.12.1	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
W.MCC.3.2	Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
RL.MC.6.1	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
RL.MC.8.1.a	compare and contrast characters' actions, feelings, and responses to major events or challenges;

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

Alignment ID	Alignment Text
W.MCC.3.1	Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
W.MCC.3.1.g	use imagery, precise words, and sensory details to develop characters and convey experiences and events; and
W.L.4.1.i	produce simple, compound, and complex sentences.
W.L.4.1.a	show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;
W.L.4.1.f	form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;
W.MCC.3.1.d	use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations;
W.L.5.2.b	quotation marks to mark direct speech; and
W.MCC.2.1.d	develop the topic with facts, definitions, and details;

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
W.L.4.1.f	explore using prepositional phrases in different positions within a sentence;
W.L.5.1	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.
W.L.5.2.c	commas before a coordinating conjunction in a compound sentence.
W.L.4.1.h	use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and
W.MCC.1.1.b	use information from multiple print and multimedia sources;
W.MCC.1.1.c	provide reasons supported by facts and details;
W.MCC.1.1.d	use transitional words or phrases to connect opinions and reasons;
W.MCC.1.1.e	develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
W.MCC.1.1.f	use paraphrasing, quotations, and original language to avoid plagiarism; and
W.MCC.1.1.g	provide a concluding statement or section related to the opinion presented.
W.MCC.2.1.a	introduce a topic clearly;

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

Alignment ID	Alignment Text
W.MCC.2.1.c	group related information in paragraphs and sections;
W.MCC.2.1.e	develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
W.MCC.2.1.h	link ideas within categories of information using words and phrases;
W.MCC.2.1.k	provide a concluding statement or section related to the information or explanation presented.
W.MCC.1.1.a	introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
W.L.4.1.e	order adjectives within sentences according to conventional patterns;
W.MCC.2.1.j	develop a style and tone authentic to the purpose; and
W.L.4.1.b	form and use the progressive verb tenses;
RL.LCS.9.1	Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.
C.LCS.5.2	Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.
W.MCC.3.1.a	develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;

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

Alignment ID	Alignment Text
W.MCC.3.1.b	orient the reader by establishing a situation and introducing a narrator and/or characters;
W.MCC.3.1.d	use dialogue and description to develop experiences and events or show the responses of characters to situations;
W.MCC.3.1.g	use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
W.L.5.2.b	quotation marks and commas to mark direct speech; and

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
W.L.5.1	Apply correct usage of capitalization.
W.L.5.2.b	commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
W.L.4.1.a	show knowledge of the function of conjunctions, prepositions, and interjections;
W.MCC.2.1.m	provide a concluding statement or section related to the information or explanation presented.
W.MCC.3.1.h	provide a conclusion that follows from the narrated experiences or events.
W.MCC.3.1.a	develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
W.RC.6.1.b	for a range of domain-specific tasks;
W.RC.6.1.d	by adjusting the writing process for the task, increasing the length and complexity.
W.MCC.2.1.k	use precise language and domain-specific vocabulary to inform or explain the topic;
W.MCC.3.1.g	use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
W.MCC.1.1.a	introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;

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

Alignment ID	Alignment Text
W.MCC.1.1.b	use information from multiple print and multimedia sources;
W.MCC.1.1.c	provide logically ordered reasons supported by relevant facts and details;
W.MCC.1.1.d	use transitional words, phrases, and clauses to connect claim and reasons;
W.MCC.1.1.f	use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and
W.MCC.1.1.g	provide a concluding statement or section related to the claim presented.
W.MCC.2.1.g	develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
W.MCC.2.1.d	group related information logically;
W.MCC.1.1.e	develop and strengthen writing as needed by planning, revising, editing, rewriting;
W.MCC.2.1.h	develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
W.MCC.3.1.e	develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
W.MCC.3.1.d	use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
W.RC.6.5	Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
W.RC.6.2	Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.
W.RC.6.3	Write left to right leaving space between words.

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
2-LDC-9p	Identify their name and the names of some friends when they see them in print.
ELA-4K-3.1	Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.
ELA-K-3.4	Recognize high frequency words.
RL.P.3.3	Read regularly spelled one-syllable words.
RL.P.3.5	Read common high-frequency words.
RL.P.3.6	Recognize grade-appropriate irregularly spelled words.
RL.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.
RI.P.3.3	Read regularly spelled one-syllable words.
RI.P.3.5	Read common high-frequency words.
RI.P.3.6	Recognize grade-appropriate irregularly spelled words.
RI.P.4.3	Use picture cues to confirm or self-correct word recognition and understanding.