

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID	Alignment Text
0545200946	Scholastic Success With Alphabet
K.1.B	identify upper- and lower-case letters;
K.17.A	form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);
K.2.B.i	identifying and matching the common sounds that letters represent;
K.2.D.iv	recognizing the difference between a letter and a printed word; and
K.2.D.v	identifying all uppercase and lowercase letters; and
K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
IV.C.1	Child independently writes some letters on request (not necessarily well-formed).

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Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

0545200938**Scholastic Success With Basic Concepts**

K.6.E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and
K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
9.B	recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and
K.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
K.6.A	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;
K.6.B	identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;
1.B	use sets of concrete objects to represent quantities given in verbal or written form (through 20); and
14.A	communicate mathematical ideas using objects, words, pictures, numbers, and technology; and
15.A	justify his or her thinking using objects, words, pictures, numbers, and technology.
K.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
K.2.A	count forward and backward to at least 20 with and without objects;
K.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;
K.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
K.5.A	recite numbers up to at least 100 by ones and tens beginning with any given number.
V.A.1	Child knows that objects, or parts of an object, can be counted.
V.A.2	Child uses words to rote count from 1 to 30.
V.A.3	Child counts 1-10 items, with one count per item.
V.A.4	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5	Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.
V.A.6	Child demonstrates understanding that when counting, the items can be chosen in any order.
V.A.9	Child recognizes one-digit numerals, 0-9.
V.B.1	Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
V.B.3	Child uses informal strategies to share or divide up to 10 items equally.
1.A	use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;
K.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
K.1.G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
K.2.F	generate a number that is one more than or one less than another number up to at least 20;
K.2.G	compare sets of objects up to at least 20 in each set using comparative language;
K.2.H	use comparative language to describe two numbers up to 20 presented as written numerals; and
5.A	identify, extend, and create patterns of sounds, physical movement, and concrete objects.
V.E.3	Child recognizes and creates patterns.
K.14.A	dictate or write sentences to tell a story and put the sentences in chronological sequence; and
6.A	use patterns to predict what comes next, including cause-and-effect relationships; and

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
11.B	sequence events (up to three); and
V.A.7	Child uses the verbal ordinal terms.
10.A	compare and order two or three concrete objects according to length (longer/shorter than, or the same);
V.D.1	Child recognizes and compares heights or lengths of people or objects.
2.A	use language such as before or after to describe relative position in a sequence of events or objects; and
2.B	name the ordinal positions in a sequence such as first, second, third, etc.
7.A	describe one object in relation to another using informal language such as over, under, above, and below; and
7.B	place an object in a specified position.
V.C.3	Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).
8.A	describe and identify an object by its attributes using informal language;
8.B	compare two objects based on their attributes; and

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9.A	describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;
9.C	describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).
K.6.D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;
K.7.A	give an example of a measurable attribute of a given object, including length, capacity, and weight; and
K.7.B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
K.1.F	analyze mathematical relationships to connect and communicate mathematical ideas; and
8.C	sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.
II.D.5	Child uses category labels to understand how the words/objects relate to each other.
V.C.1	Child names common shapes.
V.E.1	Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
Example	asks child to sort a variety of materials for classification (bears, shapes, buttons, vehicles, toys, etc.) and records their classification decisions.
K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
III.B.10	Child recognizes and blends two phonemes into real words with pictorial support.
III.B.8	Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.
III.B.9	Child recognizes and blends spoken phonemes into one syllable words with pictorial support.
K.18.A	use phonological knowledge to match sounds to letters;
III.C.2	Child recognizes at least 20 distinct letter sounds in the language of instruction.
III.C.3	Child produces at least 20 distinct letter sound correspondences in the language of instruction
K.3.A	identify the common sounds that letters represent;
K.2.C.ii	spelling words using sound-spelling patterns; and
K.1.B	identify upper- and lower-case letters;
K.17.A	form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);

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Alignment ID	Alignment Text
K.2.B.i	identifying and matching the common sounds that letters represent;
K.2.D.iv	recognizing the difference between a letter and a printed word; and
K.2.D.v	identifying all uppercase and lowercase letters; and
K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
IV.C.1	Child independently writes some letters on request (not necessarily well-formed).
K.2.D	distinguish orally presented rhyming pairs of words from non-rhyming pairs;
K.2.A.i	identifying and producing rhyming words;
III.B.6	Child can recognize rhyming words.

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054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
III.B.10	Child recognizes and blends two phonemes into real words with pictorial support.
III.B.8	Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.
III.B.9	Child recognizes and blends spoken phonemes into one syllable words with pictorial support.
K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
II.D.1	Child uses a wide variety of words to label and describe people, places, things, and actions.
ELL.II.D.1	Child uses a wide variety of words to label and describe people, places, things, and actions.
III.D.2	Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
K.2.D	distinguish orally presented rhyming pairs of words from non-rhyming pairs;
K.2.E	recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
K.2.H	isolate the initial sound in one-syllable spoken words; and
K.2.A.i	identifying and producing rhyming words;

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
III.B.6	Child can recognize rhyming words.
III.B.7	Child can produce a word that begins with the same sound as a given pair of words.
K.14.A	dictate or write sentences to tell a story and put the sentences in chronological sequence; and
K.6.F	respond using newly acquired vocabulary as appropriate.
K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
ELL.II.D.4	Child uses a large speaking vocabulary, adding several new words daily.
II.D.4	Child uses a large speaking vocabulary, adding several new words daily.
K.5.A	identify and use words that name actions, directions, positions, sequences, and locations;
II.D.2	Child demonstrates understanding of terms used in the instructional language of the classroom.
ELL.II.D.2	Child demonstrates understanding of terms used in the instructional language of the classroom.
K.3.D	identify and read at least 25 high-frequency words from a commonly used list.
K.5.B	recognize that compound words are made up of shorter words;

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Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.5.C	identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and
K.5.D	use a picture dictionary to find words.
K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list;
K.3.A	use a resource such as a picture dictionary or digital resource to find words;
K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings; and
II.D.5	Child uses category labels to understand how the words/objects relate to each other.
III.A.3	Child asks to be read to or asks the meaning of written text.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
K.1.D	recognize the difference between a letter and a printed word;
K.2.D	distinguish orally presented rhyming pairs of words from non-rhyming pairs;
K.2.A.i	identifying and producing rhyming words;
III.B.6	Child can recognize rhyming words.
K.1.B	identify upper- and lower-case letters;
K.2.D.v	identifying all uppercase and lowercase letters; and
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
K.2.E	recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");
K.2.H	isolate the initial sound in one-syllable spoken words; and
K.3.A	identify the common sounds that letters represent;
K.3.B	use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
K.18.B	use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and

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Scholastic Success With Consonants

Alignment ID

Alignment Text

K.2.A.ii

recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;

K.2.B.i

identifying and matching the common sounds that letters represent;

K.2.B.ii

using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;

K.2.D.iv

recognizing the difference between a letter and a printed word; and

III.B.7

Child can produce a word that begins with the same sound as a given pair of words.

III.C.2

Child recognizes at least 20 distinct letter sounds in the language of instruction.

III.C.3

Child produces at least 20 distinct letter sound correspondences in the language of instruction

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0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
K.1.B	identify upper- and lower-case letters;
K.2.D.v	identifying all uppercase and lowercase letters; and
III.C.1	Child names at least 20 upper and at least 20 lower case letters in the language of instruction.
K.3.A	identify the common sounds that letters represent;
K.3.B	use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);
K.18.A	use phonological knowledge to match sounds to letters;
K.18.B	use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut"); and
K.2.B.i	identifying and matching the common sounds that letters represent;
K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
K.2.C.i	spelling words with VC, CVC, and CCVC;
K.2.C.ii	spelling words using sound-spelling patterns; and
K.2.D.iv	recognizing the difference between a letter and a printed word; and

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0545201136**Scholastic Success With Vowels**

Alignment ID

Alignment Text

III.C.2

Child recognizes at least 20 distinct letter sounds in the language of instruction.

III.C.3

Child produces at least 20 distinct letter sound correspondences in the language of instruction

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
11.A	identify mathematics in everyday situations;
1.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
7.B	compare and order two or more concrete objects according to length (from longest to shortest);
1.A	compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;
1.D	read and write numbers to 99 to describe sets of concrete objects.
1.2.C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;
6.A	describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);
6.B	describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;
6.C	describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and
6.D	use concrete models to combine two-dimensional geometric figures to make new geometric figures.
1.6.A	classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
1.6.B	distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;
1.6.C	create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;
1.6.D	identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;
1.6.E	identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;
1.6.G	partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and
5.B	find patterns in numbers, including odd and even;
4.A	identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
5.A	use patterns to skip count by twos, fives, and tens;
1.5.B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;
3.A	model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and

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0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
3.B	use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).
5.E	identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.
1.3.A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
1.3.D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
1.5.D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
1.C	identify individual coins by name and value and describe relationships among them; and
1.4.A	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;
1.4.C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.
7.A	estimate and measure length using nonstandard units such as paper clips or sides of color tiles;
7.D	compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);

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Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
7.E	compare and order two or more containers according to capacity (from holds the most to holds the least);
7.F	compare and order two or more objects according to weight/mass (from heaviest to lightest); and
7.G	compare and order two or more objects according to relative temperature (from hottest to coldest).
8.A	order three or more events according to duration; and
1.7.B	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;
1.7.C	measure the same object/distance with units of two different lengths and describe how and why the measurements differ;
9.A	collect and sort data; and
9.B	use organized data to construct real-object graphs, picture graphs, and bar-type graphs.
1.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
1.8.B	use data to create picture and bar-type graphs; and
1.8.C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.

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Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

10.A	draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and
2.A	separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and
2.B	use appropriate language to describe part of a set such as three out of the eight crayons are red.
1.6.H	identify examples and non-examples of halves and fourths.
8.B	read time to the hour and half-hour using analog and digital clocks.
1.7.E	tell time to the hour and half hour using analog and digital clocks.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	Scholastic Success With Math: Grade 2
2.9.F	use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit; and
2.7.A	determine whether a number up to 40 is even or odd using pairings of objects to represent the number;
1.A	use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;
1.B	use place value to read, write, and describe the value of whole numbers to 999; and
1.C	use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).
2.4.C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and
2.7.B	use an understanding of place value to determine the number that is 10 or 100 more or less than a given number up to 1,200; and
5.B	use patterns in place value to compare and order whole numbers through 999; and
6.B	identify patterns in a list of related number pairs based on a real-life situation and extend the list; and

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Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

6.C

identify, describe, and extend repeating and additive patterns to make predictions and solve problems.

5.A

find patterns in numbers such as in a 100s chart;

7.A

describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;

7.B

use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and

7.C

cut two-dimensional geometric figures apart and identify the new geometric figures formed.

2.8.E

decompose two-dimensional shapes such as cutting out a square from a rectangle, dividing a shape in half, or partitioning a rectangle into identical triangles and identify the resulting geometric parts.

3.A

recall and apply basic addition and subtraction facts (to 18);

5.C

use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.

2.4.A

recall basic facts to add and subtract within 20 with automaticity;

3.B

model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;

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Scholastic Success With Math: Grade 2

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3.C	select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;
2.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;
4.A	model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and
4.B	model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.
2.4.D	generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000.
12.A	identify the mathematics in everyday situations;
10.B	read and write times shown on analog and digital clocks using five-minute increments; and
10.C	describe activities that take approximately one second, one minute, and one hour.
2.9.G	read and write time to the nearest one-minute increment using analog and digital clocks and distinguish between a.m. and p.m.
3.D	determine the value of a collection of coins up to one dollar; and
2.5.A	determine the value of a collection of coins up to one dollar; and

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Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
9.A	identify concrete models that approximate standard units of length and use them to measure length;
11.A	construct picture graphs and bar-type graphs;
11.B	draw conclusions and answer questions based on picture graphs and bar-type graphs; and
2.10.C	write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and
2.A	use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);
2.B	use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and
2.C	use concrete models to determine if a fractional part of a whole is closer to 0, $\frac{1}{2}$, or 1.
2.3.B	explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part;
2.3.C	use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole; and

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0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
1.3.1.A	use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;
3.A	model addition and subtraction using pictures, words, and numbers; and
1.A	use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;
1.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and
1.3.5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
2.3.4.B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;
5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and
5.B	use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.
3.2.C	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and

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Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.4.B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;
5.3.13.A	collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
4.3.8.B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
3.8.A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
3.8.B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
5.3.13.B	interpret information from pictographs and bar graphs; and
4.3.8.A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
13.A	collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
13.B	interpret information from pictographs and bar graphs; and
1.3.4.A	learn and apply multiplication facts through 12 by 12 using [concrete] models [and objects];

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Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
2.3.6.B	identify patterns in multiplication facts using [concrete objects,] pictorial models, [or technology]; and
4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects;
6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and
2.3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
2.3.4.H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;
4.C	use models to solve division problems and use number sentences to record the solutions.
3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
3.4.H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;
2.3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

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Alignment ID	Alignment Text
1.3.4.B	solve and record multiplication problems (up to two digits times one digit); and
2.3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
2.3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and
4.B	solve and record multiplication problems (up to two digits times one digit); and
3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and
MP.3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
6.3.16.A	make generalizations from patterns or sets of examples and nonexamples; and
16.A	make generalizations from patterns or sets of examples and nonexamples; and
3.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
1.3.2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects.
1.3.3.A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
1.3.3.C	explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;
1.3.3.D	compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$;
1.3.3.E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;
1.3.3.F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;
1.3.3.G	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and
1.3.3.H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.
3.3.6.E	decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.
2.A	construct concrete models of fractions;

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Alignment ID	Alignment Text
2.B	compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;
2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and
3.3.A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
3.3.D	compose and decompose a fraction
3.3.E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;
3.3.F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;
3.3.G	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and
3.3.H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.
3.6.E	decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.
3.7.A	represent fractions of halves, fourths, and eighths as distances from zero on a number line;

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Alignment ID	Alignment Text
1.3.1.C	determine the value of a collection of coins and bills.
4.3.4.C	determine the value of a collection of coins and bills.
1.C	determine the value of a collection of coins and bills.
3.4.C	determine the value of a collection of coins and bills;
4.3.12.B	tell and write time shown on analog and digital clocks.
12.B	tell and write time shown on analog and digital clocks.
4.3.11.A	use linear measurement tools to estimate and measure lengths using standard units;
4.3.12.A	use a thermometer to measure temperature; and
3.3.7.D	determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and
3.3.7.E	determine liquid volume (capacity) or weight using appropriate units and tools.
11.A	use linear measurement tools to estimate and measure lengths using standard units;
11.D	identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;
12.A	use a thermometer to measure temperature; and

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3.7.D	determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and
3.7.E	determine liquid volume (capacity) or weight using appropriate units and tools.
3.3.6.A	classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language;
3.6.A	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language;
3.3.6.B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;
3.6.B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;
2.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems;
6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems;

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Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
1.4.1.A	use place value to read, write, compare, and order whole numbers through 999,999,999; and
1.A	use place value to read, write, compare, and order whole numbers through 999,999,999; and
4.4.B	determine products of a number and 10 or 100 using properties of operations and place value understandings;
1.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
4.2.D	round whole numbers to a given place value through the hundred thousands place;
MP.4.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
MP.4.1.F	analyze mathematical relationships to connect and communicate mathematical ideas; and
1.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
2.4.4.G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and

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5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
4.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
4.4.G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and
2.4.5.B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence;
4.5.B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence;
2.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.
7.A	describe the relationship between two sets of related data such as ordered pairs in a table.
5.4.13.B	interpret bar graphs.
13.B	interpret bar graphs.
1.4.3.A	use addition and subtraction to solve problems involving whole numbers; and

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Alignment ID	Alignment Text
3.A	use addition and subtraction to solve problems involving whole numbers; and
1.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
2.4.4.B	determine products of a number and 10 or 100 using properties of operations and place value understandings;
2.4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;
2.4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
2.4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.
4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;
4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

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4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.
2.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
1.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).
2.4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;
2.4.4.F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;
4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).
4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;
4.4.F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;

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Alignment ID	Alignment Text
1.4.2.D	relate decimals to fractions that name tenths and hundredths using [concrete objects and] pictorial models.
1.4.2.G	relate decimals to fractions that name tenths and hundredths; and
1.4.3.G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.
4.4.9.B	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
2.A	use concrete objects and pictorial models to generate equivalent fractions;
2.B	model fraction quantities greater than one using concrete objects and pictorial models;
2.D	relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.
4.2.G	relate decimals to fractions that name tenths and hundredths; and
4.3.B	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;
4.3.G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.
4.9.B	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.

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2.4.3.E

represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations; and

4.3.E

represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;

1.4.1.B

use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using [concrete objects and] pictorial models.

1.4.2.A

interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left;

1.4.2.B

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;

1.B

use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.

4.2.A

interpret the value of each place-value position as 10 times the position to the right and as one-tenth of the value of the place to its left;

4.2.B

represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;

1.4.3.B

add and subtract decimals to the hundredths place using [concrete objects and] pictorial models.

1.4.2.E

represent decimals, including tenths and hundredths, using concrete and visual models and money;

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Alignment ID	Alignment Text
2.4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;
3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.
4.2.E	represent decimals, including tenths and hundredths, using concrete and visual models and money;
4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;
4.8.C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.
4.4.11.B	perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;
11.B	perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;
4.8.B	convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and
4.4.11.A	estimate and use measurement tools to determine length (including perimeter), area, capacity, and weight/mass using standard units SI (metric) and customary;
3.4.5.D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

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Alignment ID	Alignment Text
11.A	estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;
4.5.D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers.
3.4.8.A	identify and describe right, acute, and obtuse angles;
3.4.7.D	draw an angle with a given measure; and
8.A	identify and describe right, acute, and obtuse angles;
4.7.D	draw an angle with a given measure; and
3.4.9.C	use reflections to verify that a shape has symmetry.
9.C	use reflections to verify that a shape has symmetry.
3.4.8.B	identify and describe parallel and intersecting (including perpendicular) lines using [concrete objects and] pictorial models;
3.4.8.C	use essential attributes to define two- and three-dimensional geometric figures.
3.4.6.A	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;
3.4.6.B	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;
3.4.6.C	apply knowledge of right angles to identify acute, right, and obtuse triangles; and

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3.4.6.D

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

8.B

identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and

8.C

use essential attributes to define two- and three-dimensional geometric figures.

4.6.A

identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;

4.6.B

identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;

4.6.C

apply knowledge of right angles to identify acute, right, and obtuse triangles; and

4.6.D

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

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Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
1.5.4.A	use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.
4.A	use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.
1.5.1.A	use place value to read, write, compare, and order whole numbers through 999,999,999,999; and
1.A	use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and
2.5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
1.5.3.D	identify common factors of a set of whole numbers; and
2.5.5.B	identify prime and composite numbers using [concrete objects,] pictorial models, and patterns in factor pairs.
3.D	identify common factors of a set of whole numbers; and
5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.
2.5.3.C	solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;

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2.5.3.F

represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

2.5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

5.3.C

solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;

5.3.F

represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

1.5.3.C

use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

3.C

use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

1.5.3.E

model situations using addition and/or subtraction involving fractions with like denominators using [concrete objects,] pictures, words, and numbers.

3.E

model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.

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2.5.3.I

represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;

5.3.I

represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;

2.A

generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$;

1.5.2.D

use models to relate decimals to fractions that name tenths, hundredths, and thousandths.

2.D

use models to relate decimals to fractions that name tenths, hundredths, and thousandths.

1.5.2.A

represent the value of the digit in decimals through the thousandths using expanded notation and numerals;

5.2.A

represent the value of the digit in decimals through the thousandths using expanded notation and numerals;

1.5.1.B

use place value to read, write, compare, and order decimals through the thousandths place.

1.5.2.B

compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and

1.B

use place value to read, write, compare, and order decimals through the thousandths place.

5.2.B

compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and

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Alignment ID	Alignment Text
2.5.4.C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph; and
2.5.4.D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph.
5.4.C	generate a numerical pattern when given a rule in the form
5.4.D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph;
2.5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
6.5.16.A	make generalizations from patterns or sets of examples and nonexamples; and
16.A	make generalizations from patterns or sets of examples and nonexamples; and
5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
1.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
2.5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;

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Alignment ID	Alignment Text
3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
1.5.3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
4.5.10.B	connect models for perimeter, area, and volume with their respective formulas; and
3.5.6.A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible; and
3.5.6.B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.
10.B	connect models for perimeter, area, and volume with their respective formulas; and
5.4.G	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (
5.6.A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (

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Alignment ID	Alignment Text
5.6.B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.
4.5.10.A	perform simple conversions within the same measurement system (SI (metric) or customary);
3.5.7.A	solve problems by calculating conversions within a measurement system, customary or metric.
10.A	perform simple conversions within the same measurement system (SI (metric) or customary);
5.7.A	solve problems by calculating conversions within a measurement system, customary or metric.
3.5.4.H	represent and solve problems related to perimeter and/or area and related to volume.
5.4.H	represent and solve problems related to perimeter and/or area and related to volume.
5.5.13.C	graph a given set of data using an appropriate graphical representation such as a picture or line graph.
13.C	graph a given set of data using an appropriate graphical representation such as a picture or line graph.
MP.5.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
2.5.5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and

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Alignment ID	Alignment Text
5.5.13.B	describe characteristics of data presented in tables and graphs including median, mode, and range; and
5.A	describe the relationship between sets of data in graphic organizers such as lists, tables, charts, and diagrams; and
13.B	describe characteristics of data presented in tables and graphs including median, mode, and range; and
5.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
4.5.9.A	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots;
5.9.A	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots;
4.5.9.C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.
5.9.C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.
3.5.9.A	locate and name points on a coordinate grid using ordered pairs of whole numbers.

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3.5.8.A

describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the x -coordinate, the first number in an ordered pair, indicates movement parallel to the x -axis starting at the origin; and the y -coordinate, the second number, indicates movement parallel to the y -axis starting at the origin;

3.5.8.B

describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and

3.5.8.C

graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.

9.A

locate and name points on a coordinate grid using ordered pairs of whole numbers.

5.8.A

describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the

5.8.B

describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and

5.8.C

graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.

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Alignment ID	Alignment Text
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1.3.1.A	use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;
1.3.1.B	use place value to compare and order whole numbers through 9,999; and
1.3.2.C	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and
1.3.2.D	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.
1.3.5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and
1.3.3.A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
1.3.3.C	explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;
2.3.6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems;
1.3.3.E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;

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1.3.3.F

represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;

1.3.3.G

explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and

1.3.3.H

compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.

1.3.4.I

determine if a number is even or odd using divisibility rules.

2.3.4.B

round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;

3.3.10.A

locate and name points on a number line using whole numbers and fractions, including halves and fourths.

1.A

use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;

1.B

use place value to compare and order whole numbers through 9,999; and

2.A

construct concrete models of fractions;

2.B

compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;

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Alignment ID	Alignment Text
2.C	use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and
3.A	model addition and subtraction using pictures, words, and numbers; and
5.A	round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and
6.A	identify and extend whole-number and geometric patterns to make predictions and solve problems;
10.A	locate and name points on a number line using whole numbers and fractions, including halves and fourths.
3.2.C	represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and
3.2.D	compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.
3.3.A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
3.3.E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;
3.3.F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;

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Alignment ID	Alignment Text
3.3.G	explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and
3.3.H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.
3.4.B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;
3.4.I	determine if a number is even or odd using divisibility rules;
3.7.A	represent fractions of halves, fourths, and eighths as distances from zero on a number line;
1.3.1.C	determine the value of a collection of coins and bills.
3.3.9.C	identify lines of symmetry in two-dimensional geometric figures.
4.3.11.A	use linear measurement tools to estimate and measure lengths using standard units;
4.3.11.C	use [concrete and] pictorial models of square units to determine the area of two-dimensional surfaces.
4.3.12.A	use a thermometer to measure temperature; and
4.3.12.B	tell and write time shown on analog and digital clocks.
5.3.13.A	collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;

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Alignment ID	Alignment Text
5.3.13.B	interpret information from pictographs and bar graphs; and
3.3.6.B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;
3.3.6.E	decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.
3.3.7.C	determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;
3.3.7.D	determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and
3.3.7.E	determine liquid volume (capacity) or weight using appropriate units and tools.
4.3.4.C	determine the value of a collection of coins and bills.
4.3.8.A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
4.3.8.B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
1.C	determine the value of a collection of coins and bills.

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Alignment ID	Alignment Text
9.B	create two-dimensional figures with lines of symmetry using concrete models and technology; and
9.C	identify lines of symmetry in two-dimensional geometric figures.
11.A	use linear measurement tools to estimate and measure lengths using standard units;
11.C	use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;
11.D	identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;
11.E	identify concrete models that approximate standard units for capacity and use them to measure capacity; and
11.F	use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.
12.A	use a thermometer to measure temperature; and
12.B	tell and write time shown on analog and digital clocks.
13.A	collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
13.B	interpret information from pictographs and bar graphs; and
3.4.C	determine the value of a collection of coins and bills;

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3.6.B	use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;
3.6.E	decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.
3.7.C	determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;
3.7.D	determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and
3.7.E	determine liquid volume (capacity) or weight using appropriate units and tools.
3.8.A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
3.8.B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
MP.3.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
MP.3.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

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Alignment ID

Alignment Text

MP.3.1.D

communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

1.3.3.B

select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

6.3.14.A

identify the mathematics in everyday situations;

6.3.16.A

make generalizations from patterns or sets of examples and nonexamples; and

6.3.16.B

justify why an answer is reasonable and explain the solution process.

14.A

identify the mathematics in everyday situations;

16.A

make generalizations from patterns or sets of examples and nonexamples; and

16.B

justify why an answer is reasonable and explain the solution process.

3.1.A

apply mathematics to problems arising in everyday life, society, and the workplace;

3.1.B

use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

3.1.D

communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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Alignment ID	Alignment Text
1.3.4.B	solve and record multiplication problems (up to two digits times one digit); and
1.3.4.C	use models to solve division problems and use number sentences to record the solutions.
1.3.3.D	compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$;
2.3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
2.3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
2.3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
2.3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
2.3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and
3.B	select addition or subtraction and use the operation to solve problems involving whole numbers through 999.
4.B	solve and record multiplication problems (up to two digits times one digit); and

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Alignment ID	Alignment Text
4.C	use models to solve division problems and use number sentences to record the solutions.
3.3.D	compose and decompose a fraction
3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and

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Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
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1.4.2.C	compare and order fractions using [concrete objects and] pictorial models; and
1.4.2.B	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;
1.4.4.A	model factors and products using arrays and area models;
1.4.2.D	round whole numbers to a given place value through the hundred thousands place;
1.4.5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
1.4.5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
1.4.3.D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and
2.4.4.G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and
2.4.5.B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence;
1.A	use place value to read, write, compare, and order whole numbers through 999,999,999; and

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Alignment ID	Alignment Text
2.C	compare and order fractions using concrete objects and pictorial models; and
4.A	model factors and products using arrays and area models;
5.A	round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations; and
5.B	use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.
4.2.B	represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals;
4.2.D	round whole numbers to a given place value through the hundred thousands place;
4.3.D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$;
4.4.G	round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers; and
4.5.B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence;
3.4.9.C	use reflections to verify that a shape has symmetry.

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4.4.11.A

estimate and use measurement tools to determine length (including perimeter), area, capacity, and weight/mass using standard units SI (metric) and customary;

4.4.11.B

perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;

4.4.11.D

estimate volume in cubic units; and

3.4.5.D

solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

3.4.6.A

identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;

3.4.6.B

identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;

3.4.6.C

apply knowledge of right angles to identify acute, right, and obtuse triangles; and

3.4.6.D

classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

5.4.13.B

interpret bar graphs.

3.4.8.B

convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and

8.B

identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models; and

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Alignment ID	Alignment Text
8.C	use essential attributes to define two- and three-dimensional geometric figures.
9.A	demonstrate translations, reflections, and rotations using concrete models;
9.C	use reflections to verify that a shape has symmetry.
11.A	estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary;
11.B	perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system;
11.D	estimate volume in cubic units; and
13.B	interpret bar graphs.
4.5.D	solve problems related to perimeter and area of rectangles where dimensions are whole numbers.
4.6.A	identify points, lines, line segments, rays, angles, and perpendicular and parallel lines;
4.6.B	identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure;
4.6.C	apply knowledge of right angles to identify acute, right, and obtuse triangles; and
4.6.D	classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.

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Alignment ID

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4.8.B

convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; and

MP.4.1.A

apply mathematics to problems arising in everyday life, society, and the workplace;

MP.4.1.B

use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

MP.4.1.C

select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

MP.4.1.D

communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

MP.4.1.F

analyze mathematical relationships to connect and communicate mathematical ideas; and

6.4.14.A

identify the mathematics in everyday situations;

6.4.14.C

select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

6.4.14.D

use tools such as real objects, manipulatives, and technology to solve problems.

6.4.16.A

make generalizations from patterns or sets of examples and nonexamples; and

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Alignment ID	Alignment Text
6.4.16.B	justify why an answer is reasonable and explain the solution process.
14.A	identify the mathematics in everyday situations;
14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
14.D	use tools such as real objects, manipulatives, and technology to solve problems.
16.A	make generalizations from patterns or sets of examples and nonexamples; and
16.B	justify why an answer is reasonable and explain the solution process.
4.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
4.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
4.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
4.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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Alignment ID	Alignment Text
1.4.3.B	add and subtract decimals to the hundredths place using [concrete objects and] pictorial models.
1.4.4.B	represent multiplication and division situations in picture, word, and number form;
1.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
1.4.4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).
1.4.3.A	represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$;
2.4.6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
2.4.7.A	describe the relationship between two sets of related data such as ordered pairs in a table.
2.4.3.E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations; and
2.4.3.F	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $1/4$, $1/2$, $3/4$, and 1, referring to the same whole.
2.4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;

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2.4.4.B

determine products of a number and 10 or 100 using properties of operations and place value understandings;

2.4.4.C

represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;

2.4.4.D

use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

2.4.4.E

represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;

2.4.4.F

use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;

2.4.4.H

solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.

2.4.5.A

represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity; and

3.4.8.C

solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.

3.A

use addition and subtraction to solve problems involving whole numbers; and

3.B

add and subtract decimals to the hundredths place using concrete objects and pictorial models.

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Alignment ID	Alignment Text
4.B	represent multiplication and division situations in picture, word, and number form;
4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
4.E	use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).
6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
7.A	describe the relationship between two sets of related data such as ordered pairs in a table.
4.3.A	represent a fraction
4.3.E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;
4.3.F	evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole; and
4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;
4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;

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4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;
4.4.F	use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;
4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.
4.5.A	represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity;
4.8.C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.

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Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
1.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.
1.5.2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$;
1.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
1.5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and
1.5.3.D	identify common factors of a set of whole numbers; and
1.5.2.C	round decimals to tenths or hundredths.
1.5.4.A	use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.
2.5.5.B	identify prime and composite numbers using [concrete objects,] pictorial models, and patterns in factor pairs.
2.5.4.C	generate a numerical pattern when given a rule in the form $y = ax$ or $y = x + a$ and graph; and
2.5.4.D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph.
1.A	use place value to read, write, compare, and order whole numbers through the 999,999,999,999; and

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Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
1.B	use place value to read, write, compare, and order decimals through the thousandths place.
2.A	generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$;
2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and
2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
3.D	identify common factors of a set of whole numbers; and
4.A	use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.
5.B	identify prime and composite numbers using concrete objects, pictorial models, and patterns in factor pairs.
5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and
5.2.C	round decimals to tenths or hundredths.
5.4.C	generate a numerical pattern when given a rule in the form
5.4.D	recognize the difference between additive and multiplicative numerical patterns given in a table or graph;

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Alignment ID	Alignment Text
4.5.10.A	perform simple conversions within the same measurement system (SI (metric) or customary);
4.5.10.B	connect models for perimeter, area, and volume with their respective formulas; and
3.5.4.H	represent and solve problems related to perimeter and/or area and related to volume.
4.5.11.B	solve problems involving elapsed time.
3.5.5.A	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.
3.5.6.A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (n cubic units) needed to fill it with no gaps or overlaps if possible; and
3.5.6.B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.
3.5.7.A	solve problems by calculating conversions within a measurement system, customary or metric.
4.5.9.A	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots;
4.5.9.C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.

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7.A	identify essential attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.
10.A	perform simple conversions within the same measurement system (SI (metric) or customary);
10.B	connect models for perimeter, area, and volume with their respective formulas; and
11.B	solve problems involving elapsed time.
5.4.G	use concrete objects and pictorial models to develop the formulas for the volume of a rectangular prism, including the special form for a cube (
5.4.H	represent and solve problems related to perimeter and/or area and related to volume.
5.5.A	classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.
5.6.A	recognize a cube with side length of one unit as a unit cube having one cubic unit of volume and the volume of a three-dimensional figure as the number of unit cubes (
5.6.B	determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.
5.7.A	solve problems by calculating conversions within a measurement system, customary or metric.
5.9.A	represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem-and-leaf plots;

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5.9.C	solve one- and two-step problems using data from a frequency table, dot plot, bar graph, stem-and-leaf plot, or scatterplot.
MP.5.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
MP.5.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
MP.5.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
MP.5.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
2.5.3.A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;
6.5.14.A	identify the mathematics in everyday situations;
6.5.14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
6.5.14.D	use tools such as real objects, manipulatives, and technology to solve problems.
6.5.16.A	make generalizations from patterns or sets of examples and nonexamples; and

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6.5.16.B	justify why an answer is reasonable and explain the solution process.
14.A	identify the mathematics in everyday situations;
14.C	select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and
14.D	use tools such as real objects, manipulatives, and technology to solve problems.
16.A	make generalizations from patterns or sets of examples and nonexamples; and
16.B	justify why an answer is reasonable and explain the solution process.
5.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
5.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
5.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
5.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

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5.3.A	estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;
1.5.3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
1.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
1.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;
1.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using [concrete objects,] pictures, words, and numbers.
2.5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
2.5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
2.5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
2.5.3.H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;
2.5.3.I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;

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3.5.9.A

locate and name points on a coordinate grid using ordered pairs of whole numbers.

3.5.8.A

describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin;

3.5.8.B

describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and

3.5.8.C

graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.

3.A

use addition and subtraction to solve problems involving whole numbers and decimals;

3.B

use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);

3.C

use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

3.E

model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.

9.A

locate and name points on a coordinate grid using ordered pairs of whole numbers.

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Alignment ID	Alignment Text
5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
5.3.H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;
5.3.I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;
5.8.A	describe the key attributes of the coordinate plane, including perpendicular number lines (axes) where the intersection (origin) of the two lines coincides with zero on each number line and the given point $(0, 0)$; the
5.8.B	describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane; and
5.8.C	graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table.

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Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	Scholastic Success With Math Tests: Grade 6
1.6.1.A	compare and order non-negative rational numbers;
1.6.1.E	identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and
1.6.1.F	identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.
1.6.2.D	order a set of rational numbers arising from mathematical and real-world contexts; and
1.6.4.E	represent ratios and percents with concrete models, fractions, and decimals;
1.6.4.G	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money.
1.6.5.C	use equivalent fractions, decimals, and percents to show equal parts of the same whole.
1.6.7.D	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.
1.A	compare and order non-negative rational numbers;
1.E	identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers; and

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Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
1.F	identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.
2.D	estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and
6.2.C	locate, compare, and order integers and rational numbers using a number line;
6.2.D	order a set of rational numbers arising from mathematical and real-world contexts; and
6.4.E	represent ratios and percents with concrete models, fractions, and decimals;
6.4.G	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money; and
6.5.C	use equivalent fractions, decimals, and percents to show equal parts of the same whole.
6.7.D	generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties.
2.6.4.A	use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and
4.6.8.A	estimate measurements (including circumference) and evaluate reasonableness of results;
4.6.8.B	select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;

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Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
4.6.8.D	convert measures within the same measurement system (customary and metric) based on relationships between units.
5.6.10.A	select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;
5.6.10.C	sketch circle graphs to display data; and
5.6.10.D	solve problems by collecting, organizing, displaying, and interpreting data.
3.6.4.H	convert units within a measurement system, including the use of proportions and unit rates.
3.6.8.D	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
4.6.12.D	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.
4.A	use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area; and
8.A	estimate measurements (including circumference) and evaluate reasonableness of results;
8.B	select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight;

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Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
8.D	convert measures within the same measurement system (customary and metric) based on relationships between units.
10.A	select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot;
10.C	sketch circle graphs to display data; and
10.D	solve problems by collecting, organizing, displaying, and interpreting data.
6.4.H	convert units within a measurement system, including the use of proportions and unit rates.
6.8.D	determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers.
6.12.D	summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution.
MP.6.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
MP.6.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
MP.6.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

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Alignment ID

Alignment Text

MP.6.1.D

communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

2.6.4.B

apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates.

6.6.11.A

identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

6.6.11.C

select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

6.6.13.A

make conjectures from patterns or sets of examples and nonexamples; and

6.6.13.B

validate his/her conclusions using mathematical properties and relationships.

11.A

identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics;

11.C

select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

13.A

make conjectures from patterns or sets of examples and nonexamples; and

13.B

validate his/her conclusions using mathematical properties and relationships.

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Alignment ID

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6.1.A	apply mathematics to problems arising in everyday life, society, and the workplace;
6.1.B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
6.1.C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
6.1.D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
6.4.B	apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates;
1.6.2.A	model addition and subtraction situations involving fractions with [objects,] pictures, words, and numbers;
1.6.2.B	use addition and subtraction to solve problems involving fractions and decimals;
1.6.2.C	use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;
1.6.2.E	extend representations for division to include fraction notation such as a/b represents the same number as $a \div b$ where $b \neq 0$.
3.6.7.A	locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.

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Alignment ID

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2.6.3.B

determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;

2.6.3.C

represent integer operations with concrete models and connect the actions with the models to standardized algorithms;

2.6.3.D

add, subtract, multiply, and divide integers fluently; and

5.6.10.B

identify mean (using [concrete objects and] pictorial models), median, mode, and range of a set of data;

3.6.11.A

graph points in all four quadrants using ordered pairs of rational numbers.

4.6.12.C

summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and

2.A

model addition and subtraction situations involving fractions with objects, pictures, words, and numbers;

2.B

use addition and subtraction to solve problems involving fractions and decimals;

2.C

use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates;

3.B

represent ratios and percents with concrete models, fractions, and decimals; and

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Alignment ID

Alignment Text

7.A	locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.
10.B	identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data;
6.2.E	extend representations for division to include fraction notation such as
6.3.B	determine, with and without computation, whether a quantity is increased or decreased when multiplied by a fraction, including values greater than or less than one;
6.3.C	represent integer operations with concrete models and connect the actions with the models to standardized algorithms;
6.3.D	add, subtract, multiply, and divide integers fluently; and
6.5.B	solve real-world problems to find the whole given a part and the percent, to find the part given the whole and the percent, and to find the percent given the part and the whole, including the use of concrete and pictorial models; and
6.11.A	graph points in all four quadrants using ordered pairs of rational numbers.
6.12.C	summarize numeric data with numerical summaries, including the mean and median (measures of center) and the range and interquartile range (IQR) (measures of spread), and use these summaries to describe the center, spread, and shape of the data distribution; and

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	Scholastic Success With Reading Tests: Grade 3
3.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
3.2.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
3.4.C	identify and use antonyms, synonyms, homographs, and homophones;
3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
3.10.B	explain how the use of text structure contributes to the author's purpose;
3.10.C	explain the author's use of print and graphic features to achieve specific purposes;
3.10.D	describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
1.4.A	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
2.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.
2.9	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

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Alignment ID	Alignment Text
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
2.Figure 19.E	summarize information in text, maintaining meaning and logical order.
3.Figure 19.E	summarize information in text, maintaining meaning and logical order.
3.Figure 19.B	ask literal, interpretive, and evaluative questions of text;
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.Figure 19.F	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
3.1.E	monitor accuracy in decoding.
3.2.A	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;
3.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories; and
3.6	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

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3.7

Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

3.9

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

3.10

Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

3.11

Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

3.12

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

3.13.A

identify the details or facts that support the main idea;

3.13.B

draw conclusions from the facts presented in text and support those assertions with textual evidence;

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Alignment ID	Alignment Text
3.13.C	identify explicit cause and effect relationships among ideas in texts; and
3.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
3.14	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
3.15.B	locate and use specific information in graphic features of text.
3.3.C	identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and
3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
3.6.F	make inferences and use evidence to support understanding;
3.6.G	evaluate details read to determine key ideas;
3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
3.7.B	write a response to a literary or informational text that demonstrates an understanding of a text;
3.7.C	use text evidence to support an appropriate response;

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Alignment ID	Alignment Text
3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;
3.7.G	discuss specific ideas in the text that are important to the meaning.
3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;
3.9.D.i	the central idea with supporting evidence;
3.9.D.ii	features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and
3.9.D.iii	organizational patterns such as cause and effect and problem and solution;
3.9.E.ii	distinguishing facts from opinion; and
3.9.F	recognize characteristics of multimodal and digital texts.
3.10.A	explain the author's purpose and message within a text;
1.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
1.4.C	identify and use antonyms, synonyms, homographs, and homophones.
3.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

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3.4.E	alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;
3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

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0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
4.8.A	infer basic themes supported by text evidence;
2.5.A	describe the structural elements particular to dramatic literature.
4.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
4.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions;
4.10.B	explain how the use of text structure contributes to the author's purpose;
4.10.C	analyze the author's use of print and graphic features to achieve specific purposes;
4.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;
4.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
4.11.B	distinguish fact from opinion in a text and explain how to verify what is a fact;
4.9.E.ii	explaining how the author has used facts for an argument; and
1.7.A	identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

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Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
1.Figure 19.F	make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
2.3.A	summarize and explain the lesson or message of a work of fiction as its theme;
2.6.A	sequence and summarize the plot's main events and explain their influence on future events;
2.6.B	describe the interaction of characters including their relationships and the changes they undergo;
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
2.Figure 19.E	summarize information in text, maintaining meaning and logical order.
3.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
3.11.A	summarize the main idea and supporting details in text in ways that maintain meaning;
3.11.B	distinguish fact from opinion in a text and explain how to verify what is a fact;
3.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;
3.11.D	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

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Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
3.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.Figure 19.E	summarize information in text, maintaining meaning and logical order.
4.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
4.Figure 19.D	make inferences about text and use textual evidence to support understanding;
4.Figure 19.E	summarize information in text, maintaining meaning and logical order; and
4.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
4.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.
4.6.A	sequence and summarize the plot's main events and explain their influence on future events;

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4.7

Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

4.8

Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.

4.9

Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

4.10

Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.

4.11.A

summarize the main idea and supporting details in text in ways that maintain meaning;

4.11.C

describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

4.11.D

use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

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Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

4.12	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.
4.13.B	explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).
4.3.C	determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and
4.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
4.6.F	make inferences and use evidence to support understanding;
4.6.G	evaluate details read to determine key ideas;
4.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
4.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
4.7.C	use text evidence to support an appropriate response;
4.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
4.7.G	discuss specific ideas in the text that are important to the meaning.

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Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
4.9.D.i	the central idea with supporting evidence;
4.9.D.ii	features such as pronunciation guides and diagrams to support understanding; and
4.9.D.iii	organizational patterns such as compare and contrast;
4.9.F	recognize characteristics of multimodal and digital texts.
4.10.A	explain the author's purpose and message within a text;
1.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
1.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
1.2.E	use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.
4.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
4.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
4.2.C	complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl: woman as boy:_____);

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.2.D

identify the meaning of common idioms; and

4.2.E

use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

4.3.A

use print or digital resources to determine meaning, syllabication, and pronunciation;

4.3.B

use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

4.3.D

identify, use, and explain the meaning of homophones such as reign/rain.

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Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

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2.3.C	explain the effect of a historical event or movement on the theme of a work of literature.
5.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions;
1.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
5.2.A.v	identifying and reading high-frequency words from a research-based list;
1.3.A	compare and contrast the themes or moral lessons of several works of fiction from various cultures.
2.6.A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
2.6.B	explain the roles and functions of characters in various plots, including their relationships and conflicts;
2.6.C	explain different forms of third-person points of view in stories.
5.3.A	compare and contrast the themes or moral lessons of several works of fiction from various cultures;
5.6.A	describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;
5.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales;
1.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
2.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
2.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
3.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
3.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
3.11.B	determine the facts in text and verify them through established methods;
3.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
3.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information;

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
3.11.E	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
3.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures;
3.13.B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
5.Figure 19.B	ask literal, interpretive, evaluative, and universal questions of text;
5.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
5.Figure 19.D	make inferences about text and use textual evidence to support understanding;
5.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
5.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

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Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

- 5.2.B use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
-
- 5.2.D identify and explain the meaning of common idioms, adages, and other sayings; and
-
- 5.4 Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
-
- 5.5 Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
-
- 5.7 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
-
- 5.8 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.
-
- 5.9 Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
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Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

5.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
5.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
5.11.B	determine the facts in text and verify them through established methods;
5.11.C	analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
5.11.D	use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
5.11.E	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
5.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
5.13.B	interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
5.3.C	identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and
5.3.D	identify, use, and explain the meaning of adages and puns.

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
5.6.F	make inferences and use evidence to support understanding;
5.6.G	evaluate details read to determine key ideas;
5.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
5.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
5.7.C	use text evidence to support an appropriate response;
5.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
5.7.G	discuss specific ideas in the text that are important to the meaning.
5.8.A	infer multiple themes within a text using text evidence;
5.9.D.i	the central idea with supporting evidence;
5.9.D.ii	features such as insets, timelines, and sidebars to support understanding; and
5.9.D.iii	organizational patterns such as logical order and order of importance;

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.9.E.ii	explaining how the author has used facts for or against an argument; and
5.9.F	recognize characteristics of multimodal and digital texts.
5.10.A	explain the author's purpose and message within a text;
5.10.B	analyze how the use of text structure contributes to the author's purpose;
5.10.C	analyze the author's use of print and graphic features to achieve specific purposes;
5.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
1.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
5.2.C	produce analogies with known antonyms and synonyms;
5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	Scholastic Success With Reading Tests: Grade 6
R.5.F	use text organizers such as overviews, headings, and graphic features to locate and categorize information.
2.4.A	explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.
6.8.B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;
R.2.C	use spelling, prefixes and suffixes, roots, and word origins to understand meanings;
2.6.A	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
2.6.B	recognize dialect and conversational voice and explain how authors use dialect to convey character;
2.6.C	describe different forms of point-of-view, including first- and third-person.
6.6.A	summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
6.5.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
1.2.A	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

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054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
1.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
1.9.A	compare and contrast the stated or implied purposes of different authors writing on the same topic.
2.3.A	infer the implicit theme of a work of fiction, distinguishing theme from the topic;
2.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
2.Figure 19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.
3.10.A	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
3.10.B	explain whether facts included in an argument are used for or against an issue;
3.10.C	explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint;
3.10.D	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
3.12.B	interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.Figure 19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts.
6.Figure 19.A	establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
6.Figure 19.B	ask literal, interpretive, evaluative, and universal questions of text;
6.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);
6.Figure 19.D	make inferences about text and use textual evidence to support understanding;
6.Figure 19.E	summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
6.2.D	explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and
6.2.E	use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.3.A	infer the implicit theme of a work of fiction, distinguishing theme from the topic;
6.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.
6.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.
6.7	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
6.8	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.
6.9	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.
6.10.A	summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.10.B	explain whether facts included in an argument are used for or against an issue;
6.10.C	explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and
6.10.D	synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
6.11.A	compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and
6.12.A	follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and
6.12.B	interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
R.1.A	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
R.1.B	use dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.
R.3.C	read orally at a rate that enables comprehension.
R.4.B	determine purpose for reading;

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
R.4.C	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
R.4.D	summarize texts by identifying main ideas and relevant details;
R.4.E	make inferences such as drawing conclusions and making generalizations or predictions, supporting them with prior experiences and textual evidence;
R.4.F	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
R.4.I	determine important ideas from texts and oral presentations;
R.4.K	use questioning to enhance comprehension before, during, and after reading.
R.6.A	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
R.6.C	understand and interpret visual representations.
R.8.B	evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
6.2.A	use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
6.2.C	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.5.A	establish purpose for reading assigned and self-selected text;
6.5.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
6.5.F	make inferences and use evidence to support understanding;
6.5.G	evaluate details read to determine key ideas;
6.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
6.6.B	write responses that demonstrate understanding of texts, including comparing sources within and across genres;
6.6.C	use text evidence to support an appropriate response;
6.6.D	paraphrase and summarize texts in ways that maintain meaning and logical order;
6.6.F	respond using newly acquired vocabulary as appropriate;
6.6.G	discuss and write about the explicit or implicit meanings of text;
6.7.A	infer multiple themes within and across texts using text evidence;
6.8.D.i	the controlling idea or thesis with supporting evidence;

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.8.D.ii	features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and
6.8.D.iii	organizational patterns such as definition, classification, advantage, and disadvantage;
6.8.E.ii	explaining how the author uses various types of evidence to support the argument;
6.8.F	analyze characteristics of multimodal and digital texts.
6.9.A	explain the author's purpose and message within a text;
6.9.B	analyze how the use of text structure contributes to the author's purpose;
6.9.C	analyze the author's use of print and graphic features to achieve specific purposes;
6.9.D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
6.9.E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
1.2.B	use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;
R.2.B	determine word meaning by using context;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

R.2.D	use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and
R.2.E	identify analogies, homonyms, synonyms/antonyms, and connotation/denotation.
6.2.B	use context such as definition, analogy, and examples to clarify the meaning of words; and

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
1.21.B.ii	the pronoun "I"; and
1.20.A.iii	adjectives (e.g., descriptive: green, tall);
1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.
1.11.D.iv	adjectives, including articles;
1.21.C	recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
1.17.C	revise drafts by adding or deleting a word, phrase, or sentence;
1.11.D.i	complete sentences with subject-verb agreement;
1.6.A	identify words that name actions (verbs) and words that name persons, places, or things (nouns);
1.17.D	edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and
1.20.A.ii	nouns (singular/plural, common/proper);
1.11.D.iii	singular, plural, common, and proper nouns;

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

Alignment ID

Alignment Text

1.20.A.i

verbs (past, present, and future);

1.1.D

recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);

1.21.B.i

the beginning of sentences;

1.21.B.iii

names of people; and

1.11.D.viii

capitalization for the beginning of sentences and the pronoun "I";

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID

Alignment Text

0545201063

Scholastic Success With Grammar: Grade 2

2.22.B.ii	months and days of the week; and
2.22.B.i	proper nouns;
2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;
2.21.A.vi	pronouns (e.g., he, him); and
2.11.D.vii	pronouns, including subjective, objective, and possessive cases;
2.21.C	distinguish among declarative and interrogative sentences.
2.22.C.i	ending punctuation in sentences;
2.11.D.iii	singular, plural, common, and proper nouns;
2.21.A.iii	adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
2.11.D.iv	adjectives, including articles;
2.1	Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).
2.2.F	identify and read contractions (e.g., haven't, it's);

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Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
2.22.C.ii	apostrophes and contractions; and
2.22.C.iii	apostrophes and possessives.
2.23.E	spell simple contractions (e.g., isn't, aren't, can't); and
2.2.B.iv	decoding compound words, contractions, and common abbreviations;
2.2.C.iii	spelling compound words, contractions, and common abbreviations;
2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
2.21.A.ii	nouns (singular/plural, common/proper);
2.21.B	use complete sentences with correct subject-verb agreement; and
2.11.D.i	complete sentences with subject-verb agreement;
2.21.A.i	verbs (past, present, and future);
2.11.D.ii	past, present, and future verb tense;

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0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
3.23.B.i	geographical names and places;
3.23.B.ii	historical periods; and
3.23.B.iii	official titles of people;
3.11.D.ix	capitalization of official titles of people, holidays, and geographical names and places;
3.11.D.iii	singular, plural, common, and proper nouns;
3.22.C	use complete simple and compound sentences with correct subject-verb agreement.
3.22.A.iii	adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
3.11.D.iv	adjectives, including their comparative and superlative forms;
3.22.A.ii	nouns (singular/plural, common/proper);
3.22.A.vi	possessive pronouns (e.g., his, hers, theirs);
3.11.D.vii	pronouns, including subjective, objective, and possessive cases;
3.17.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
3.22.B	use the complete subject and the complete predicate in a sentence; and

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Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
3.11.D.i	complete simple and compound sentences with subject-verb agreement;
3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;
3.1.D	identify and read contractions (e.g., I'd, won't); and
3.23.C.i	apostrophes in contractions and possessives; and
3.24.F	spell complex contractions (e.g., should've, won't); and
3.2.A.iii	decoding compound words, contractions, and abbreviations;
3.2.B.iii	spelling compound words, contractions, and abbreviations;
3.17.D	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
3.23.C.ii	commas in series and dates; and
3.11.D.x	punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and
3.22.A.i	verbs (past, present, and future);
3.11.D.ii	past, present, and future verb tense;

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	Scholastic Success With Grammar: Grade 4
1.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
2.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience.
4.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
4.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
4.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;
3.21.B.i	historical events and documents;
3.21.B.ii	titles of books, stories, and essays;
3.21.B.iii	languages, races, and nationalities;
4.11.D.ix	capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;
3.22.A.i	plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
3.22.A.ii	irregular plurals (e.g., man/men, foot/feet, child/children);
4.22.A.i	plural rules (e.g., words ending in f as in leaf, leaves; adding -es);

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
4.22.A.ii	irregular plurals (e.g., man/men, foot/feet, child/children);
4.22.D	use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
4.11.D.vii	pronouns, including reflexive;
3.20.A.ii	nouns (singular/plural, common/proper);
4.20.A.ii	nouns (singular/plural, common/proper);
4.11.D.iii	singular, plural, common, and proper nouns;
3.20.A.i	verbs (irregular verbs);
4.11.D.ii	past tense of irregular verbs;
3.20.A.iii	adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
4.20.A.iii	adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
4.11.D.iv	adjectives, including their comparative and superlative forms;
3.20.A.v	prepositions and prepositional phrases to convey location, time, direction, or to provide details;

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
4.20.A.v	prepositions and prepositional phrases to convey location, time, direction, or to provide details;
4.11.D.vi	prepositions and prepositional phrases;
3.20.B	use the complete subject and the complete predicate in a sentence;
3.20.C	use complete simple and compound sentences with correct subject-verb agreement.
4.20.A.i	verbs (irregular verbs);
4.20.B	use the complete subject and the complete predicate in a sentence; and
4.20.C	use complete simple and compound sentences with correct subject-verb agreement.
4.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
3.21.C.ii	quotation marks.
4.21.C.ii	quotation marks.
4.11.D.x	punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
3.20.A.iv	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
4.20.A.iv	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);



Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID

Alignment Text

4.11.D.v

adverbs that convey frequency and adverbs that convey degree;

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	Scholastic Success With Grammar: Grade 5
5.15.C	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
5.18.A.iv	use a variety of sentence structures and transitions to link paragraphs;
5.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
5.15.D	edit drafts for grammar, mechanics, and spelling; and
5.21.A.ii	initials and acronyms; and
5.11.D.ix	capitalization of abbreviations, initials, acronyms, and organizations;
5.2.B.ii	spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;
5.11.D.ii	past tense of irregular verbs;
5.20.A.vi	indefinite pronouns (e.g., all, both, nothing, anything);
5.11.D.vii	pronouns, including indefinite;
5.20.A.i	verbs (irregular verbs and active voice);

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
5.20.B	use the complete subject and the complete predicate in a sentence; and
5.20.C	use complete simple and compound sentences with correct subject-verb agreement.
5.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
5.21.B.ii	proper punctuation and spacing for quotations; and
5.26.D	uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
5.20.A.v	prepositions and prepositional phrases to convey location, time, direction, or to provide details;
5.11.D.vi	prepositions and prepositional phrases and their influence on subject-verb agreement;
5.21.B.i	commas in compound sentences; and
5.21.C	use proper mechanics including italics and underlining for titles and emphasis.
5.11.D.x	italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and
5.20.A.iii	adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
5.20.A.iv	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.11.D.iv

adjectives, including their comparative and superlative forms;

5.11.D.v

conjunctive adverbs;

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
0545200725	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4
1.4.3.B	add and subtract decimals to the hundredths place using [concrete objects and] pictorial models.
1.4.2.E	represent decimals, including tenths and hundredths, using concrete and visual models and money;
3.B	add and subtract decimals to the hundredths place using concrete objects and pictorial models.
4.2.E	represent decimals, including tenths and hundredths, using concrete and visual models and money;
1.4.3.A	use addition and subtraction to solve problems involving whole numbers; and
2.4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;
3.A	use addition and subtraction to solve problems involving whole numbers; and
4.4.A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm;
1.4.4.C	recall and apply multiplication facts through 12×12 ;
4.C	recall and apply multiplication facts through 12×12 ;
3.4.8.C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.
4.8.C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
1.4.4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
2.4.4.B	determine products of a number and 10 or 100 using properties of operations and place value understandings;
2.4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;
2.4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
2.4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.
4.D	use multiplication to solve problems (no more than two digits times two digits without technology); and
4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;
4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
4.4.H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.

Success With Workbooks State Standards

0545200725

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

Alignment ID

Alignment Text

2.4.6.A

use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and

6.A

use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and

1.4.4.E

use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).

2.4.4.E

represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;

2.4.4.F

use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;

4.E

use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).

4.4.E

represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;

4.4.F

use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor;

Success With Workbooks State Standards

0545201012

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

Alignment ID	Alignment Text
0545201012	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5
1.5.3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
1.5.3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
2.5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
2.5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
3.B	use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology);
5.3.B	multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
1.5.3.C	use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

Success With Workbooks State Standards

0545201012

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

Alignment ID

Alignment Text

2.5.3.C

solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;

2.5.3.F

represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

2.5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

3.C

use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context;

5.3.C

solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;

5.3.F

represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
0545200989	Scholastic Success With Addition & Subtraction: Grade 1
3.A	model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and
1.5.F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and
1.3.C	compose 10 with two or more addends with and without concrete objects;
1.5.G	apply properties of operations to add and subtract two or three numbers.
3.B	use concrete and pictorial models to apply basic addition and subtraction facts (up to $9 + 9 = 18$ and $18 - 9 = 9$).
5.E	identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.
1.3.D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
1.B	create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;
1.2.B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
1.3.A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.5.D

represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

Success With Workbooks State Standards

0545200970

Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID	Alignment Text
0545200970	Scholastic Success With Addition & Subtraction: Grade 2
5.C	use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.
3.A	recall and apply basic addition and subtraction facts (to 18);
2.4.A	recall basic facts to add and subtract within 20 with automaticity;
3.B	model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;
3.C	select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;
2.4.B	add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;
2.4.C	solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.B

select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.23.A

write legibly in cursive script with spacing between words in a sentence;

4.21.A

write legibly by selecting cursive script or manuscript printing as appropriate;

2.2.E

develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

3.2.D

write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

4.2.C

write legibly in cursive to complete assignments.

Success With Workbooks State Standards

0545200903

Scholastic Success With Contemporary Manuscript: Grades K–1

Alignment ID

Alignment Text

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

K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.
1.21.A	form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;
1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	Scholastic Success With Fractions & Decimals: Grade 5
2.5.3.J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models;
5.3.J	represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models;
1.5.3.D	identify common factors of a set of whole numbers; and
3.D	identify common factors of a set of whole numbers; and
2.A	generate a fraction equivalent to a given fraction such as $1/2$ and $3/6$ or $4/12$ and $1/3$;
2.C	compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators; and
2.B	generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number;
1.5.3.E	model situations using addition and/or subtraction involving fractions with like denominators using [concrete objects,] pictures, words, and numbers.
3.E	model situations using addition and/or subtraction involving fractions with like denominators using concrete objects, pictures, words, and numbers.
2.5.3.H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID

Alignment Text

5.3.H	represent and solve addition and subtraction of fractions with unequal denominators referring to the same whole using objects and pictorial models and properties of operations;
2.5.3.I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;
5.3.I	represent and solve multiplication of a whole number and a fraction that refers to the same whole using objects and pictorial models, including area models;
1.5.2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
1.5.2.A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals;
2.D	use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
5.2.A	represent the value of the digit in decimals through the thousandths using expanded notation and numerals;
1.5.1.B	use place value to read, write, compare, and order decimals through the thousandths place.
1.5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and
5.2.B	compare and order two decimals to thousandths and represent comparisons using the symbols $>$, $<$, or $=$; and

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
1.5.2.C	round decimals to tenths or hundredths.
1.B	use place value to read, write, compare, and order decimals through the thousandths place.
5.2.C	round decimals to tenths or hundredths.
1.5.3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
3.A	use addition and subtraction to solve problems involving whole numbers and decimals;
2.5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
2.5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
5.3.D	represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
5.3.E	solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;
2.5.3.F	represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

5.3.F

represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models;

5.3.G

solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm;

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	Scholastic Success With Fractions: Grade 4
3.4.10.A	locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.
10.A	locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.
1.4.2.D	relate decimals to fractions that name tenths and hundredths using [concrete objects and] pictorial models.
1.4.2.G	relate decimals to fractions that name tenths and hundredths; and
1.4.3.G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.
4.4.9.B	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.
2.D	relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.
4.2.G	relate decimals to fractions that name tenths and hundredths; and
4.3.G	represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.
4.9.B	solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
1.4.2.A	use [concrete objects and] pictorial models to generate equivalent fractions;
1.4.2.B	model fraction quantities greater than one using [concrete objects and] pictorial models;
1.4.2.C	compare and order fractions using [concrete objects and] pictorial models; and
1.4.3.A	represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$;
1.4.3.B	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;
1.4.3.C	determine if two given fractions are equivalent using a variety of methods;
1.4.3.D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$; and
2.4.3.E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations; and
2.A	use concrete objects and pictorial models to generate equivalent fractions;
2.B	model fraction quantities greater than one using concrete objects and pictorial models;
2.C	compare and order fractions using concrete objects and pictorial models; and
4.3.A	represent a fraction

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.3.B	decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations;
4.3.C	determine if two given fractions are equivalent using a variety of methods;
4.3.D	compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$;
4.3.E	represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations;

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
0545200873	Scholastic Success With Multiplication & Division: Grade 3
2.3.4.D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;
2.3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
3.4.D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;
3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
1.3.4.A	learn and apply multiplication facts through 12 by 12 using [concrete] models [and objects];
2.3.6.B	identify patterns in multiplication facts using [concrete objects,] pictorial models, [or technology]; and
4.A	learn and apply multiplication facts through 12 by 12 using concrete models and objects;
6.B	identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and
2.3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
4.3.11.C	use [concrete and] pictorial models of square units to determine the area of two-dimensional surfaces.
3.3.6.C	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row;
11.C	use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;
3.6.C	determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row;
2.3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
2.3.4.H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;
4.C	use models to solve division problems and use number sentences to record the solutions.
3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
3.4.H	determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
2.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
2.3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
2.3.4.J	determine a quotient using the relationship between multiplication and division; and
3.4.J	determine a quotient using the relationship between multiplication and division; and
1.3.4.B	solve and record multiplication problems (up to two digits times one digit); and
2.3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
2.3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and
4.B	solve and record multiplication problems (up to two digits times one digit); and

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
3.5.D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200865	Scholastic Success With Multiplication Facts: Grades 3–4
2.3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
3.4.G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;
2.3.6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
6.C	identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.
2.3.4.D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;
2.3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
1.4.4.A	model factors and products using arrays and area models;
1.4.4.B	represent multiplication and division situations in picture, word, and number form;
2.4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID	Alignment Text
2.4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;
3.4.D	determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;
3.5.B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
4.4.C	represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15;
4.4.E	represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations;
2.4.6.B	use patterns to multiply by 10 and 100.
1.3.4.A	learn and apply multiplication facts through 12 by 12 using [concrete] models [and objects];
1.3.4.B	solve and record multiplication problems (up to two digits times one digit); and
2.3.6.B	identify patterns in multiplication facts using [concrete objects,] pictorial models, [or technology]; and
2.3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
2.3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;

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Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

2.3.4.K

solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.

1.4.4.C

recall and apply multiplication facts through 12×12 ;

1.4.4.D

use multiplication to solve problems (no more than two digits times two digits without technology); and

2.4.6.A

use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and

2.4.4.D

use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

4.A

learn and apply multiplication facts through 12 by 12 using concrete models and objects;

4.B

solve and record multiplication problems (up to two digits times one digit); and

6.B

identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and

4.C

recall and apply multiplication facts through 12×12 ;

4.D

use multiplication to solve problems (no more than two digits times two digits without technology); and

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Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

6.A	use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$); and
3.4.E	represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
3.4.F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
3.4.K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
4.4.D	use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

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0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

0545200857**Scholastic Success With Numbers & Concepts**

8.A	describe and identify an object by its attributes using informal language;
8.C	sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.
9.C	describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).
K.6.A	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;
K.6.E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and
K.6.F	create two-dimensional shapes using a variety of materials and drawings.
V.C.1	Child names common shapes.
14.A	communicate mathematical ideas using objects, words, pictures, numbers, and technology; and
15.A	justify his or her thinking using objects, words, pictures, numbers, and technology.
V.A.9	Child recognizes one-digit numerals, 0-9.
2.B	name the ordinal positions in a sequence such as first, second, third, etc.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
5.A	identify, extend, and create patterns of sounds, physical movement, and concrete objects.
V.E.3	Child recognizes and creates patterns.
1.A	use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;
K.2.G	compare sets of objects up to at least 20 in each set using comparative language;
K.2.H	use comparative language to describe two numbers up to 20 presented as written numerals; and
K.7.B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
Example	provides 2 groups of cubes and asks, "How many cubes are in each group?" Then, "Do these have the same number in each set?"
K.2.C	count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
K.2.E	generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;
V.A.1	Child knows that objects, or parts of an object, can be counted.
V.A.3	Child counts 1-10 items, with one count per item.

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Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

V.A.4	Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
V.A.5	Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.
V.A.6	Child demonstrates understanding that when counting, the items can be chosen in any order.
V.B.1	Child uses concrete models or makes a verbal word problem for adding up to 5 objects.
V.B.2	Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.
1.B	use sets of concrete objects to represent quantities given in verbal or written form (through 20); and
1.C	use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.
K.2.B	read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
0545200849	Scholastic Success With Reading Comprehension: Grade 1
1.4.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and
1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
1.14.A	restate the main idea, heard or read;
1.14.B	identify important facts or details in text, heard or read;
1.6.G	evaluate details to determine what is most important with adult assistance;
1.7.D	retell texts in ways that maintain meaning;
1.9.D.i	the central idea and supporting evidence with adult assistance;
1.14.C	retell the order of events in a text by referring to the words and/or illustrations; and
1.27.B	follow, restate, and give oral instructions that involve a short related sequence of actions.
1.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing about the text.
1.Figure 19.D	make inferences about text and use textual evidence to support understanding;

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
1.10	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to determine whether a story is true or a fantasy and explain why.
1.11	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize sensory details in literary text.
1.6.F	make inferences and use evidence to support understanding with adult assistance;
1.6.D	identify and sort words into conceptual categories (e.g., opposites, living things); and
1.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);
1.4.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
1.6.A	identify words that name actions (verbs) and words that name persons, places, or things (nouns);
1.6.C	determine what words mean from how they are used in a sentence, either heard or read;
1.15.A	follow written multi-step directions with picture cues to assist with understanding; and
1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings;

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Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
1.8	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.
1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
1.7.A	connect the meaning of a well-known story or fable to personal experiences; and
1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;

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0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	Scholastic Success With Reading Comprehension: Grade 2
2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.
2.14.A	identify the main idea in a text and distinguish it from the topic;
2.6.G	evaluate details read to determine key ideas;
2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;
2.9.D.i	the central idea and supporting evidence with adult assistance;
2.15.A	follow written multi-step directions; and
2.28.B	follow, restate, and give oral instructions that involve a short related sequence of actions.
2.6.D	create mental images to deepen understanding;
2.Figure 19.D	make inferences about text using textual evidence to support understanding;
2.7	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe how rhyme, rhythm, and repetition interact to create images in poetry.
2.10	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to distinguish between fiction and nonfiction.

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0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

2.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.
2.6.F	make inferences and use evidence to support understanding;
2.3.A	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
2.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
2.3.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
2.5.B	use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;
2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words;
2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly;
2.10.E	identify the use of first or third person in a text; and

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0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

2.8	Students understand, and make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding. Students are expected to identify the elements of dialogue and use them in informal plays.
2.11	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to recognize that some words and phrases have literal and non-literal meanings (e.g., take steps).
2.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text;
2.8.A	discuss topics and determine theme using text evidence with adult assistance;
2.8.B	describe the main character's (characters') internal and external traits;
2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
2.8.D	describe the importance of the setting.
2.9.C	discuss elements of drama such as characters, dialogue, and setting;

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0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	Scholastic Success With Reading Comprehension: Grade 3
3.Figure 19.A	establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
3.2.B	ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
3.6.A	establish purpose for reading assigned and self-selected texts;
3.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information;
2.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories.
2.Figure 19.E	summarize information in text, maintaining meaning and logical order.
3.Figure 19.E	summarize information in text, maintaining meaning and logical order; and
3.5.A	paraphrase the themes and supporting details of fables, legends, myths, or stories; and
3.13.A	identify the details or facts that support the main idea;
3.6.G	evaluate details read to determine key ideas;
3.7.D	retell and paraphrase texts in ways that maintain meaning and logical order;

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0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.9.D.i	the central idea with supporting evidence;
1.4.C	identify and use antonyms, synonyms, homographs, and homophones.
3.4.C	identify and use antonyms, synonyms, homographs, and homophones;
3.4.D	identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
3.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation;
3.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.
2.8.A	sequence and summarize the plot's main events and explain their influence on future events;
3.8.C	analyze plot elements, including the sequence of events, the conflict, and the resolution; and
3.15.A	follow and explain a set of written multi-step directions; and
3.29.B	follow, restate, and give oral instructions that involve a series of related sequences of action.
2.10.A	identify language that creates a graphic visual experience and appeals to the senses.
3.6.D	create mental images to deepen understanding;
1.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.4.B	use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
3.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
2.9	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
3.7	Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
3.10	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.
3.12	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.6.F	make inferences and use evidence to support understanding;
3.8.A	infer the theme of a work, distinguishing theme from topic;
3.4.E	alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
3.9.E.ii	distinguishing facts from opinion; and
3.2.A	use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;
3.13.B	draw conclusions from the facts presented in text and support those assertions with textual evidence;
3.13.D	use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
3.14	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
3.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
3.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

3.2.C	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
3.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
3.13.C	identify explicit cause and effect relationships among ideas in texts; and
3.9.D.iii	organizational patterns such as cause and effect and problem and solution;
3.9	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.
3.6	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
3.9.B	explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

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0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
1.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
4.2.B	use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;
4.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
4.Figure 19.C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
4.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
4.9.D.iii	organizational patterns such as compare and contrast;
2.6.B	describe the interaction of characters including their relationships and the changes they undergo;
4.6.B	describe the interaction of characters including their relationships and the changes they undergo; and
4.8.B	explain the interactions of the characters and the changes they undergo;
4.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;

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0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
3.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison;
4.11.C	describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
4.8.A	infer basic themes supported by text evidence;
4.6.G	evaluate details read to determine key ideas;
4.9.D.i	the central idea with supporting evidence;
3.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe);
4.13.A	determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); and
4.27.B	follow, restate, and give oral instructions that involve a series of related sequences of action.
4.24.C	take simple notes and sort evidence into provided categories or an organizer;
1.7.A	identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;

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0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
4.Figure 19.D	make inferences about text and use textual evidence to support understanding;
4.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).
4.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.
4.7	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
4.8	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.
4.12	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to explain how an author uses language to present information to influence what the reader thinks or does.
4.6.F	make inferences and use evidence to support understanding;
2.3.A	summarize and explain the lesson or message of a work of fiction as its theme;

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
2.6.A	sequence and summarize the plot's main events and explain their influence on future events;
2.Figure 19.E	summarize information in text, maintaining meaning and logical order.
3.11.A	summarize the main idea and supporting details in text in ways that maintain meaning;
3.Figure 19.E	summarize information in text, maintaining meaning and logical order.
4.Figure 19.E	summarize information in text, maintaining meaning and logical order; and
4.3.A	summarize and explain the lesson or message of a work of fiction as its theme; and
4.6.A	sequence and summarize the plot's main events and explain their influence on future events;
4.9	Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
4.11.A	summarize the main idea and supporting details in text in ways that maintain meaning;
4.24.E	differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
4.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
4.13.F	recognize the difference between paraphrasing and plagiarism when using source materials;

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
3.11.B	distinguish fact from opinion in a text and explain how to verify what is a fact;
4.11.B	distinguish fact from opinion in a text and explain how to verify what is a fact;
4.9.E.ii	explaining how the author has used facts for an argument; and
3.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
4.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between a stated and an implied purpose for an expository text.
4.10.A	explain the author's purpose and message within a text;
4.10.B	explain how the use of text structure contributes to the author's purpose;
4.10.C	analyze the author's use of print and graphic features to achieve specific purposes;
4.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	Scholastic Success With Reading Comprehension: Grade 5
2.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
3.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
3.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.
5.Figure 19.E	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
5.11.A	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
5.6.G	evaluate details read to determine key ideas;
5.7.D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
5.9.D.i	the central idea with supporting evidence;
5.9.D.iii	organizational patterns such as logical order and order of importance;
1.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
5.2.B	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
5.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;
5.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures;
2.Figure 19.D	make inferences about text and use textual evidence to support understanding;
5.8.A	infer multiple themes within a text using text evidence;
3.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures;
5.13.A	interpret details from procedural text to complete a task, solve a problem, or perform procedures; and
5.27.B	follow, restate, and give oral instructions that include multiple action steps; and
2.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
3.Figure 19.D	make inferences about text and use textual evidence to support understanding;
5.Figure 19.D	make inferences about text and use textual evidence to support understanding;

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

- 5.4 Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
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- 5.5 Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.
-
- 5.7 Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
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- 5.8 Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.
-
- 5.6.F make inferences and use evidence to support understanding;
-
- 3.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
-
- 5.11.C analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
-

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
2.6.B	explain the roles and functions of characters in various plots, including their relationships and conflicts;
5.6.B	explain the roles and functions of characters in various plots, including their relationships and conflicts; and
5.8.B	analyze the relationships of and conflicts among the characters;
3.11.B	determine the facts in text and verify them through established methods;
5.9.E.ii	explaining how the author has used facts for or against an argument; and
3.10.A	draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
5.10	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
5.10.A	explain the author's purpose and message within a text;
5.10.B	analyze how the use of text structure contributes to the author's purpose;
5.10.C	analyze the author's use of print and graphic features to achieve specific purposes;

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

5.10.D

describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

0545200792

Scholastic Success With Writing: Grade 1

1.1.B	identify upper- and lower-case letters;
1.21.B.i	the beginning of sentences;
1.21.C	recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I";
1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
1.20.A.ii	nouns (singular/plural, common/proper);
1.1.D	recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);
1.17.C	revise drafts by adding or deleting a word, phrase, or sentence;
1.20.A.iv	adverbs (e.g., time: before, next);
1.20.B	speak in complete sentences with correct subject-verb agreement; and
1.11.D.i	complete sentences with subject-verb agreement;
1.11.D.v	adverbs that convey time;

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
1.20.A.iii	adjectives (e.g., descriptive: green, tall);
1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.
1.11.D.iv	adjectives, including articles;
1.14.C	retell the order of events in a text by referring to the words and/or illustrations; and
1.17.B	develop drafts by sequencing ideas through writing sentences;
1.19.B	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
1.9.D.iii	organizational patterns such as chronological order and description with adult assistance;
1.1.F	identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).
1.14.D	use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
1.9.A	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
2.22.B.i	proper nouns;
2.22.B.ii	months and days of the week; and
2.21.B	use complete sentences with correct subject-verb agreement; and
2.21.A.iii	adjectives (e.g., descriptive: old, wonderful; articles: a, an, the);
2.11.D.iv	adjectives, including articles;
2.11.D.viii	coordinating conjunctions to form compound subjects and predicates;
2.1	Students understand how English is written and printed. Students are expected to distinguish features of a sentence (e.g., capitalization of first word, ending punctuation, commas, quotation marks).
2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
2.21.A.i	verbs (past, present, and future);
2.11.D.ii	past, present, and future verb tense;
2.17.B	develop drafts by sequencing ideas through writing sentences;
2.6.B	compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
2.9.A	describe similarities and differences in the plots and settings of several works by the same author; and
2.8.D	describe the importance of the setting.
2.9.C	discuss elements of drama such as characters, dialogue, and setting;
2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and
2.22.C.i	ending punctuation in sentences;
2.19.B	write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and
2.12.C	compose correspondence such as thank you notes or letters.

Success With Workbooks State Standards

0545200776 Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
3.22.B	use the complete subject and the complete predicate in a sentence; and
3.18.A	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
3.22.A.iv	adverbs (e.g., time: before, next; manner: carefully, beautifully);
3.17.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
3.22.C	use complete simple and compound sentences with correct subject-verb agreement.
3.11.D.i	complete simple and compound sentences with subject-verb agreement;
3.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;
3.22.A.iii	adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
3.11.D.iv	adjectives, including their comparative and superlative forms;
3.7	Students understand, make inferences and draw conclusions about the structure and elements of drama provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
3.9.C	discuss elements of drama such as characters, dialogue, setting, and acts;

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
3.17.D	edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
3.23.C.i	apostrophes in contractions and possessives; and
3.23.C.ii	commas in series and dates; and
3.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
3.17.B	develop drafts by categorizing ideas and organizing them into paragraphs;
3.20.A.i	establish a central idea in a topic sentence;
3.20.A.ii	include supporting sentences with simple facts, details, and explanations; and
3.20.A.iii	contain a concluding statement;
3.23.D	use correct mechanics including paragraph indentations.
3.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
3.20.B	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
3.12.D	compose correspondence such as thank you notes or letters.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
4.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences;
4.21.C.i	commas in compound sentences; and
4.20.B	use the complete subject and the complete predicate in a sentence; and
4.20.C	use complete simple and compound sentences with correct subject-verb agreement.
4.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
4.15.E	revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.
3.11.D	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
4.11.D	use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.
4.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
4.15.B	develop drafts by categorizing ideas and organizing them into paragraphs;
4.11.B.ii	developing an engaging idea with relevant details;

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
4.9.E.ii	explaining how the author has used facts for an argument; and
4.19	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.
4.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
1.15.D	edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].
1.18.A.i	establish a central idea in a topic sentence;
1.18.A.ii	include supporting sentences with simple facts, details, and explanations; and
1.18.A.iii	contain a concluding statement.
2.18.A.i	establish a central idea in a topic sentence;
2.18.A.ii	include supporting sentences with simple facts, details, and explanations;
2.18.A.iii	contain a concluding statement.
3.15.D	edit drafts for grammar, mechanics, and spelling [using a teacher-developed rubric].
3.20.A.ii	nouns (singular/plural, common/proper);

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
3.20.A.iv	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
3.20.A.v	prepositions and prepositional phrases to convey location, time, direction, or to provide details;
3.20.A.vi	reflexive pronouns (e.g., myself, ourselves);
3.20.A.vii	correlative conjunctions (e.g., either/or, neither/nor);
3.20.A.viii	use time-order transition words and transitions that indicate a conclusion;
3.20.B	use the complete subject and the complete predicate in a sentence;
3.20.C	use complete simple and compound sentences with correct subject-verb agreement.
3.21.B.i	historical events and documents;
3.21.B.ii	titles of books, stories, and essays;
3.21.B.iii	languages, races, and nationalities;
3.21.C.i	commas in compound sentences;
3.22.A.i	plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
3.22.A.iii	double consonants in middle of words;
3.22.A.iv	other ways to spell sh (e.g., -sion, -tion, -cian);

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
3.22.A.v	silent letters (e.g., knee, wring);
3.22.B	spell base words and roots with affixes (e.g., -ion, -ment, -ly, dis-, pre-);
3.22.C	spell commonly used homophones (e.g., there, they're, their; two, too, to);
3.22.D	use spelling patterns and rules [and print and electronic resources] to determine and check correct spellings.
4.18.A.i	establish a central idea in a topic sentence;
4.18.A.ii	include supporting sentences with simple facts, details, and explanations; and
4.18.A.iii	contain a concluding statement;
1.15.B	develop drafts by categorizing ideas and organizing them into paragraphs;
1.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
2.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience.
4.15.C	revise drafts for coherence, organization, use of simple and compound sentences, and audience;
3.20.A.iii	adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.16.B	write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
4.20.A.iii	adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest);
4.11.D.iv	adjectives, including their comparative and superlative forms;
3.20.A.i	verbs (irregular verbs);
4.18.B	write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
4.20.A.i	verbs (irregular verbs);
4.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
2.8.A	identify the author's use of similes and metaphors to produce imagery.
4.8	Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.
4.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.9.B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images;
4.16.A	write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
3.21.C.ii	quotation marks.
4.21.C.ii	quotation marks.
4.11.D.x	punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and
4.15.A	plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
4.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
4.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
4.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
5.20.A.iii	adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best);
5.20.A.iv	adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot);
5.20.A.v	prepositions and prepositional phrases to convey location, time, direction, or to provide details;
5.11.D.vii	pronouns, including indefinite;
5.20.B	use the complete subject and the complete predicate in a sentence; and
5.21.A.i	abbreviations;
5.21.A.ii	initials and acronyms; and
5.21.A.iii	organizations;
5.11.D.ix	capitalization of abbreviations, initials, acronyms, and organizations;
5.20.A.vii	subordinating conjunctions (e.g., while, because, although, if); and
5.11.D.viii	subordinating conjunctions to form complex sentences;
5.20.C	use complete simple and compound sentences with correct subject-verb agreement.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
5.11.D.v	conjunctive adverbs;
5.21.B.i	commas in compound sentences; and
5.26.B	develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
5.16.A.ii	a specific, believable setting created through the use of sensory details; and
5.18.B	write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing); and
5.12.D	compose correspondence that requests information.
3.11.B	determine the facts in text and verify them through established methods;
5.18.A.iii	include specific facts, details, and examples in an appropriately organized structure; and
5.19	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
5.9.E.ii	explaining how the author has used facts for or against an argument; and

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.11.B.ii	developing an engaging idea reflecting depth of thought with specific facts and details;
5.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft; and
5.18.A.i	present effective introductions and concluding paragraphs;
5.18.A.iv	use a variety of sentence structures and transitions to link paragraphs;
5.17	Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
5.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
5.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
5.15.B	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
5.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and
5.15.A	plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
5.16.A.i	a clearly defined focus, plot, and point of view;

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
5.16.A.iii	dialogue that develops the story; and
5.21.B.ii	proper punctuation and spacing for quotations; and
5.21.C	use proper mechanics including italics and underlining for titles and emphasis.
5.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
5.11.D.x	italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and
5.15.C	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
3.12.B	recognize exaggerated, contradictory, or misleading statements in text.
5.12.B	recognize exaggerated, contradictory, or misleading statements in text.
5.16.B.ii	figurative language (e.g., similes, metaphors); and
5.10.G	explain the purpose of hyperbole, stereotyping, and anecdote.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

2.4.A	analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
2.8.A	evaluate the impact of sensory details, imagery, and figurative language in literary text.
5.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.
5.16.B.i	poetic techniques (e.g., alliteration, onomatopoeia);
5.9.B	explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;
5.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.23.A

write legibly in cursive script with spacing between words in a sentence;

4.21.A

write legibly by selecting cursive script or manuscript printing as appropriate;

2.2.E

develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

3.2.D

write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

4.2.C

write legibly in cursive to complete assignments.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations.
1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

K.3.D

identify and read at least 25 high-frequency words from a commonly used list.

K.2.B.iv

identifying and reading at least 25 high-frequency words from a research-based list;

III.A.3

Child asks to be read to or asks the meaning of written text.