0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.

Success With Workbooks State Standards

0545200938	Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
CCSS.Math.Content.K.CC.A.1	Count to 100 by ones and by tens.
CCSS.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Content.K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
CCSS.Math.Content.K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
CCSS.Math.Content.K.CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
CCSS.Math.Content.K.CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.
CCSS.Math.Content.K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
CCSS.Math.Content.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
CCSS.Math.Content.K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

SCHOLASTIC

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP6	Attend to precision.
CCSS.Math.Content.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.Math.Content.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
CCSS.Math.Content.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
CCSS.Math.Content.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.ELA-Literacy.L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.Math.Content.K.MD.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.
CCSS.ELA-Literacy.RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.L.K.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SCHOLASTIC

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCSS.ELA-Literacy.RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCSS.ELA-Literacy.RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CCSS.ELA-Literacy.RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
CCSS.ELA-Literacy.RF.K.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
CCSS.ELA-Literacy.RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CCSS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCSS.ELA-Literacy.RF.K.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
CCSS.ELA-Literacy.RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CCSS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
CCSS.Math.Content.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
CCSS.Math.Content.1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
CCSS.Math.Content.1.MD.B.3	Tell and write time in hours and half-hours 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**
CCSS.Math.Content.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
CCSS.Math.Content.2.NBT.A.1.a	100 can be thought of as a bundle of ten tens - called a "hundred."
CCSS.Math.Content.2.NBT.A.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
CCSS.Math.Content.2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
CCSS.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
CCSS.Math.Content.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
CCSS.Math.Content.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e. g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
CCSS.Math.Content.2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
CCSS.Math.Content.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
CCSS.Math.Practice.MP6	Attend to precision.
CCSS.Math.Content.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
CCSS.Math.Content.2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
CCSS.Math.Content.2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
CCSS.Math.Content.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
CCSS.Math.Content.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

0545200695   Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
CCSS.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
CCSS.Math.Content.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
CCSS.Math.Content.3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.
CCSS.Math.Content.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
CCSS.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.3.NF.A.1	Understand a fraction 1/
CCSS.Math.Content.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
CCSS.Math.Content.3.NF.A.3.b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
CCSS.Math.Content.3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
CCSS.Math.Content.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
CCSS.Math.Content.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CCSS.Math.Content.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
CCSS.Math.Content.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
CCSS.Math.Content.4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
CCSS.Math.Practice.MP4	Model with mathematics.
CCSS.Math.Content.4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.Math.Content.4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.NF.A.1	Explain why a fraction
CCSS.Math.Content.4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
CCSS.Math.Content.4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
CCSS.Math.Content.4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
CCSS.Math.Content.4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
CCSS.Math.Content.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
CCSS.Math.Content.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
CCSS.Math.Content.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
CCSS.Math.Content.4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
CCSS.Math.Content.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

SCHOLASTIC

Success With Workbooks State Standards

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
CCSS.Math.Content.5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.5.NF.B.4.a	Interpret the product (
CCSS.Math.Content.5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
CCSS.Math.Content.5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
CCSS.Math.Content.5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
CCSS.Math.Content.5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
CCSS.Math.Content.5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
CCSS.Math.Content.5.NBT.A.4	Use place value understanding to round decimals to any place.
CCSS.Math.Content.5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
CCSS.Math.Content.5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
CCSS.Math.Content.5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
CCSS.Math.Content.5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
CCSS.Math.Content.5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,
CCSS.Math.Content.5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
CCSS.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
CCSS.Math.Content.3.NF.A.1	Understand a fraction 1/
CCSS.Math.Content.3.NF.A.3.b	Recognize and generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
CCSS.Math.Content.3.NF.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
CCSS.Math.Content.3.NF.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
CCSS.Math.Content.3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.3.MD.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
CCSS.Math.Content.3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
CCSS.Math.Content.3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by
CCSS.Math.Content.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CCSS.Math.Content.3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
CCSS.Math.Content.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
CCSS.Math.Content.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
CCSS.Math.Practice.MP4	Model with mathematics.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
CCSS.Math.Content.4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
CCSS.Math.Content.4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
CCSS.Math.Content.4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
CCSS.Math.Content.4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.Math.Content.4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
CCSS.Math.Content.4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.Math.Content.4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
CCSS.Math.Content.4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
CCSS.Math.Content.4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
CCSS.Math.Content.4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
CCSS.Math.Content.5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
CCSS.Math.Content.5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.5.NBT.A.4	Use place value understanding to round decimals to any place.
CCSS.Math.Content.5.MD.C.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
CCSS.Math.Content.5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
CCSS.Math.Content.5.MD.C.3.a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
CCSS.Math.Content.5.MD.C.3.b	A solid figure which can be packed without gaps or overlaps using
CCSS.Math.Content.5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
CCSS.Math.Content.5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
CCSS.Math.Content.5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
CCSS.Math.Content.5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
CCSS.Math.Content.5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
CCSS.Math.Content.5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
CCSS.Math.Content.5.NF.B.4.a	Interpret the product (

Success With Workbooks State Standards

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

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

Success With Workbooks State Standards

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.6.NS.B.4	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
CCSS.Math.Content.6.RP.A.3.d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
CCSS.Math.Content.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others.
CCSS.Math.Practice.MP5	Use appropriate tools strategically.
CCSS.Math.Content.6.RP.A.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.Math.Content.6.RP.A.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
CCSS.Math.Content.6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
CCSS.Math.Content.6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
CCSS.Math.Content.6.NS.C.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
CCSS.Math.Content.6.NS.C.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
CCSS.Math.Content.6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
CCSS.Math.Content.6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
CCSS.Math.Content.6.SP.B.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
CCSS.ELA-Literacy.RI.3.6	Distinguish their own point of view from that of the author of a text.
CCSS.ELA-Literacy.RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-Literacy.RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-Literacy.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Alignment ID   Alignment Text

CCSS.ELA-Literacy.L.3.6   Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
CCSS.ELA-Literacy.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCSS.ELA-Literacy.RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
CCSS.ELA-Literacy.L.4.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.4.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CCSS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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Alignment ID	Alignment Text
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-Literacy.RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CCSS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
CCSS.ELA-Literacy.RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
CCSS.ELA-Literacy.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
CCSS.ELA-Literacy.L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
CCSS.ELA-Literacy.L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-Literacy.L.6.5.a	Interpret figures of speech (e.g., personification) in context.
CCSS.ELA-Literacy.L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CCSS.ELA-Literacy.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
CCSS.ELA-Literacy.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
CCSS.ELA-Literacy.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
CCSS.ELA-Literacy.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
CCSS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.1.1.b	Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
CCSS.ELA-Literacy.L.1.1.f	Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.1.h	Use determiners (e.g., articles, demonstratives).
CCSS.ELA-Literacy.L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
CCSS.ELA-Literacy.L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
CCSS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2.d	Form and use possessives.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.b	Use commas in addresses.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
CCSS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.L.4.1.e	Form and use prepositional phrases.
CCSS.ELA-Literacy.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.L.4.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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**
CCSS.Math.Content.4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
CCSS.Math.Content.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.Math.Content.4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
CCSS.Math.Content.5.MD.C.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
CCSS.Math.Content.5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
CCSS.Math.Content.5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
CCSS.Math.Content.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

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**

CCSS.Math.Content.1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
CCSS.Math.Content.1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
CCSS.Math.Content.2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
CCSS.Math.Content.2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
CCSS.Math.Content.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.

054520089X   Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
CCSS.Math.Content.5.NF.B.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
CCSS.Math.Content.5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.
CCSS.Math.Content.5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (
CCSS.Math.Content.5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
CCSS.Math.Content.5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
CCSS.Math.Content.5.NF.B.4.a	Interpret the product (
CCSS.Math.Content.5.NF.B.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.NF.B.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
CCSS.Math.Content.5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
CCSS.Math.Content.5.NF.B.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
CCSS.Math.Content.5.NF.B.7.c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
CCSS.Math.Content.5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
CCSS.Math.Content.5.NBT.A.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
CCSS.Math.Content.5.NBT.A.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.Math.Content.5.NBT.A.4	Use place value understanding to round decimals to any place.

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

Alignment ID	Alignment Text
CCSS.Math.Content.5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
CCSS.Math.Content.5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
CCSS.Math.Content.4.NF.B.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
CCSS.Math.Content.4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
CCSS.Math.Content.4.NF.B.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
CCSS.Math.Content.4.NF.A.1	Explain why a fraction
CCSS.Math.Content.4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
CCSS.Math.Content.4.NF.B.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.Math.Content.4.NF.B.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

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

Alignment ID	Alignment Text
CCSS.Math.Content.4.NF.B.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
CCSS.Math.Content.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
CCSS.Math.Content.3.MD.C.5.a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
CCSS.Math.Content.3.MD.C.5.b	A plane figure which can be covered without gaps or overlaps by
CCSS.Math.Content.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CCSS.Math.Content.3.MD.C.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
CCSS.Math.Content.3.MD.C.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
CCSS.Math.Content.3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
CCSS.Math.Content.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
CCSS.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

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

Alignment ID	Alignment Text
CCSS.Math.Content.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
CCSS.Math.Content.3.OA.B.6	Understand division as an unknown-factor problem.
CCSS.Math.Content.3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
CCSS.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
CCSS.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
CCSS.Math.Content.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.Math.Content.4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
CCSS.Math.Content.4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
CCSS.Math.Content.4.NF.B.4.a	Understand a fraction
CCSS.Math.Content.4.NF.B.4.b	Understand a multiple of
CCSS.Math.Content.3.OA.B.5	Apply properties of operations as strategies to multiply and divide.

Success With Workbooks State Standards

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

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

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
CCSS.Math.Content.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
CCSS.Math.Content.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.
CCSS.Math.Content.K.CC.A.1	Count to 100 by ones and by tens.
CCSS.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CCSS.Math.Practice.MP7	Look for and make use of structure.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
CCSS.Math.Content.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
CCSS.Math.Content.K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively.
CCSS.Math.Content.K.CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

0545200857   **Scholastic Success With Numbers & Concepts**

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

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**
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.L.1.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.ELA-Literacy.L.1.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CCSS.ELA-Literacy.L.1.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
CCSS.ELA-Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.2.3.a	Compare formal and informal uses of English.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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

Alignment ID   Alignment Text

CCSS.ELA-Literacy.RL.2.6   Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CCSS.ELA-Literacy.RL.2.7   Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.9   Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-Literacy.RL.2.10   By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

0545200822   Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.
CCSS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.L.1.1.f	Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.1.h	Use determiners (e.g., articles, demonstratives).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

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

Alignment ID   Alignment Text

CCSS.ELA-Literacy.RL.2.5   Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.7   Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.CCRA.W.3   Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.2.3   Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Success With Workbooks State Standards

0545200776   Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.

0545200768   Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
CCSS.ELA-Literacy.L.4.2.a	Use correct capitalization.
CCSS.ELA-Literacy.L.4.2.c	Use a comma before a coordinating conjunction in a compound sentence.
CCSS.ELA-Literacy.L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.4.1.b	Provide reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
CCSS.ELA-Literacy.W.4.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CCSS.ELA-Literacy.W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
CCSS.ELA-Literacy.L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.L.4.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
CCSS.ELA-Literacy.L.4.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
CCSS.ELA-Literacy.L.4.3.a	Choose words and phrases to convey ideas precisely.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.L.4.3.b	Choose punctuation for effect.
CCSS.ELA-Literacy.L.4.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
CCSS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.4.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
CCSS.ELA-Literacy.W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Alignment ID	Alignment Text
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors, in context.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
CCSS.ELA-Literacy.L.K.1.a	Print many upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.

Success With Workbooks State Standards

0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
CCSS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
CCSS.ELA-Literacy.RF.K.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.