SCHOLASTIC

Success With Workbooks State Standards

**0545200946** **Scholastic Success With Alphabet**

| Alignment ID | Alignment Text |
|---|---|
| **0545200946** | **Scholastic Success With Alphabet** |
| ELA.K.R.C5.1.b | recognize that spoken words are represented in written language by specific sequences of letters. |
| ELA.K.R.C5.1.d | recognize and name all upper- and lowercase letters of the alphabet. |
| ELA.K.L.C15.1.a | print many upper- and lowercase letters. |
| ELF.ELA.K.III | Print upper- and lowercase letters. |
| ELF.ELA.K.V.b | Recognize that spoken words are represented in written language by specific sequences of letters. |
| ELF.ELA.K.V.d | Recognize and name upper- and lowercase letters of the alphabet. |
| ELA.PK.FR.PC.3 | Recognize that letters of the alphabet are a special category of visual graphics that can be individually named. |
| ELA.PK.FR.PC.4 | Recognize that letters are grouped to form words and words are a unit of print. |
| ELA.PK.WR.EW.6 | Demonstrate writing patterns such as top to bottom, left to right, and word separated by spaces. |
| 2.5 | Knows that letters of the alphabet are a special category of visual graphics that can be individually named. |
| 2.6 | Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. |

**0545200946** **Scholastic Success With Alphabet**

| Alignment ID | Alignment Text |
|---|---|
| 2.7 | Recognizes words as units of print that are separated by spaces. |
| 2.12 | Recognizes a word as a unit of print. |
| 4.6 | Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces. |
| ELA.PK.II | Know the sounds associated with several letters. |
| ELA.PK.V | Recognize and name some upper and lower case letters of the alphabet. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| **0545200938** | **Scholastic Success With Basic Concepts** |
| M.PK.19 | Sort two-and three-dimensional shapes and objects. |
| M.PK.G.SS.4 | Create and build shapes from components (e.g., sticks and clay balls). |
| M.PK.17.a | Use the names of basic shapes. |
| M.PK.21 | Create and build shapes from components (e.g., sticks and clay balls). |
| M.K.CC.1 | count to 100 by ones and by tens. |
| M.K.CC.2 | count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| M.K.CC.3 | write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). |
| M.K.CC.4.a | when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. |
| M.K.CC.4.b | understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted, |
| M.K.CC.4.c | understand that each successive number name refers to a quantity that is one larger. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.K.CC.5 | count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. |
| M.K.CC.7 | compare two numbers between 1 and 10 presented as written numerals. |
| M.K.OA.1 | represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. |
| CC.M.K.1 | Count to 100 by ones and by tens. |
| CC.M.K.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| CC.M.K.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). |
| CC.M.K.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. |
| CC.M.K.4.b | Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. |
| CC.M.K.4.c | Understand that each successive number name refers to a quantity that is one larger. |
| CC.M.K.5 | Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| CC.M.K.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| OA.M.K.8 | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. |
| M.PK.CC.NN.1 | Count in sequence to 10 and beyond. |
| M.PK.CC.NN.2 | Begins to identify number symbols one to ten. |
| M.PK.CC.CT.2 | Match quantity with number symbol. |
| M.PK.CC.CT.3 | Count to answer “how many?” questions up to 10 items. |
| M.PK.CC.CT.4 | Given a number up to 10, counts out that many objects |
| M.PK.1 | Count in sequence to 10 and beyond. |
| M.PK.3 | Begin to identify and write some numerals. |
| M.PK.4.b | Match quantity with number symbols; given a number up to 10, counts out that many objects. |
| M.PK.4.c | Recognize quantity without counting up to five objects. |
| M.PK.5 | Count to answer, “how many?” questions up to 10 items. |
| M.PK.7 | Identify first and last related to order or position. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.PK.8 | Recognize addition as putting objects together and subtraction as taking objects apart (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?). |
| M.K.MD.2 | directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. |
| MHM6 | Attend to precision. |
| MD.M.K.15 | Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference. |
| M.PK.CC.CT.1 | Use one-to-one correspondence to count objects and match groups of objects. |
| M.PK.CC.CO.1 | Identify whether the numbers of object in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects). |
| M.PK.4.a | Use one-to-one correspondence to count objects and match groups to objects. |
| M.PK.6 | Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies). |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| MHM7 | Look for and make use of structure. |
| MHM8 | Look for and express regularity in repeated reasoning. |
| M.PK.OA.CD.3 | Understand simple patterns. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. |
| M.PK.11 | Duplicate, create, and extend simple patterns using concrete objects. |
| M.K.CC.6 | identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| CC.M.K.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). |
| 3.3 | Recognizes story elements such as characters, sequence of events, and theme of a story. |
| M.K.MD.1 | describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object. |
| MD.M.K.14 | Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object. |
| M.K.G.1 | describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. |
| G.M.K.17 | 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. |
| M.PK.17.b | Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind). |
| M.K.G.4 | analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length). |
| G.M.K.20 | 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). Instructional Note: Student focus should include real-world shapes. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.PK.MD.DM.1 | Identify measurable attributes of objects, such as length and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light. |
| M.PK.G.SS.3 | Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). |
| M.PK.14 | With prompting and support, identify measurable attributes of objects, such as length and/or weight. |
| M.PK.20 | Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes. |
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MHM1 | Make sense of problems and persevere in solving them. |
| MHM5 | Use appropriate tools strategically. |
| ELA.PK.FR.PC.2 | Recognize environmental print such as signs, newspapers, lists, messages, and menus. |
| ELA.K.L.C17.2.a | sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| ELA.K.L.C17.2.c | identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| M.K.MD.3 | classify objects into given categories, count the numbers of objects in each category and sort the categories by count. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.K.G.2 | correctly name shapes regardless of their orientations or overall size. |
| L.ELA.K.40.a | Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. |
| L.ELA.K.40.c | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| MD.M.K.16 | Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.) |
| G.M.K.18 | Correctly name shapes regardless of their orientations or overall size. |
| M.PK.MD.RI.1 | Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects. |
| M.PK.G.SS.1 | Correctly name shapes regardless of size |
| M.PK.G.SS.2 | Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as up, down, over, under, top, bottom, inside, outside, in front, behind. |
| ELA.PK.40.a | Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. |
| M.PK.16 | Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.PK.18 | Correctly name basic shapes regardless of their orientations or overall size. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.K.L.C17.2.b | demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| L.ELA.K.40.b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| ELA.PK.40.b | Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). |
| ELA.K.R.C5.1.b | recognize that spoken words are represented in written language by specific sequences of letters. |
| ELA.K.R.C5.1.d | recognize and name all upper- and lowercase letters of the alphabet. |
| ELA.K.L.C15.1.a | print many upper- and lowercase letters. |
| ELF.ELA.K.III | Print upper- and lowercase letters. |
| ELF.ELA.K.V.b | Recognize that spoken words are represented in written language by specific sequences of letters. |
| ELF.ELA.K.V.d | Recognize and name upper- and lowercase letters of the alphabet. |
| ELA.PK.FR.PC.3 | Recognize that letters of the alphabet are a special category of visual graphics that can be individually named. |

**0545200938** **Scholastic Success With Basic Concepts**

| Alignment ID | Alignment Text |
|---|---|
| ELA.PK.FR.PC.4 | Recognize that letters are grouped to form words and words are a unit of print. |
| ELA.PK.WR.EW.6 | Demonstrate writing patterns such as top to bottom, left to right, and word separated by spaces. |
| 2.6 | Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. |
| 2.7 | Recognizes words as units of print that are separated by spaces. |
| 2.12 | Recognizes a word as a unit of print. |
| 4.6 | Begins to recognize that writing patterns progress from top to bottom, left to right, and words are separated by spaces. |
| ELA.PK.II | Know the sounds associated with several letters. |
| ELA.PK.V | Recognize and name some upper and lower case letters of the alphabet. |
| ELA.K.R.C6.1.a | recognize and produce rhyming words. |
| ELF.ELA.K.IV.a | Recognize and produce rhyming words. |
| 2.10 | Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. |
| ELA.PK.IV | Recognize and produce rhyming words. |

**054520092X** **Scholastic Success With Beginning Vocabulary**

| Alignment ID | Alignment Text |
|---|---|
| **054520092X** | **Scholastic Success With Beginning Vocabulary** |
| ELA.K.SL.C14.1 | describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| SL.ELA.K.33 | Describe familiar people, places, things, and events and, with prompting and support, provide additional details. |
| ELA.PK.SL.EL.3 | Describe familiar people, places, things, and events through a variety of verbal and symbolic forms. |
| ELA.PK.33 | Describe familiar people, places, things, and events. |
| ELA.K.R.C6.1.a | recognize and produce rhyming words. |
| ELA.K.R.C6.1.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/.) |
| ELF.ELA.K.IV.a | Recognize and produce rhyming words. |
| ELF.ELA.K.IV.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. |
| ELA.PK.FR.PA.5 | Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of a words and recognition that different words begin or end with the same sound. |
| 2.10 | Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. |

## 054520092X Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text |
|---|---|
| 2.11 | Shows growing awareness of beginning and ending sounds of words. |
| ELA.PK.IV | Replicate the beginning sound in a word. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| ELA.K.L.C17.2.b | demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| L.ELA.K.40.b | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| ELA.PK.40.b | Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.PK.SL.EL.2 | Use increasingly complex and varied vocabulary. |
| ELA.PK.FR.PC.2 | Recognize environmental print such as signs, newspapers, lists, messages, and menus. |
| 4.12 | 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. |
| ELA.K.R.C7.1.d | distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

**054520092X** **Scholastic Success With Beginning Vocabulary**

| Alignment ID | Alignment Text |
|---|---|
| ELA.K.L.C17.2.a | sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| ELA.K.L.C17.2.c | identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| ELA.K.L.C17.3 | use words and phrases acquired through conversations, reading and being read to and responding to texts. |
| ELF.ELA.K.II.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| L.ELA.K.40.a | Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. |
| L.ELA.K.40.c | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| L.ELA.K.41 | Use words and phrases acquired through conversations, reading, being read to, and responding to texts. |
| ELA.PK.FR.PC.5 | Recognize words such as name, names of family and friends, and familiar environmental print. |
| 2.13 | Recognize words such as his/her name, names of family and friends, and familiar environmental print. |
| ELA.PK.II | Recognize their own name and words associated with environmental print. |
| ELA.PK.40.a | Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. |

## 054520092X Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text |
| --- | --- |
| ELA.PK.40.c | Identify real-life connections between words and their meaning. |
| ELA.PK.41 | With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts. |

**0545201144** **Scholastic Success With Consonants**

| Alignment ID | Alignment Text |
|---|---|
| **0545201144** | **Scholastic Success With Consonants** |
| ELA.K.R.C6.1.a | recognize and produce rhyming words. |
| ELF.ELA.K.IV.a | Recognize and produce rhyming words. |
| 2.10 | Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. |
| ELA.K.R.C5.1.d | recognize and name all upper- and lowercase letters of the alphabet. |
| ELF.ELA.K.V.d | Recognize and name upper- and lowercase letters of the alphabet. |
| 2.6 | Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. |
| ELA.K.R.C5.1.b | recognize that spoken words are represented in written language by specific sequences of letters. |
| ELA.K.R.C6.1.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/.) |
| ELA.K.R.C7.1.a | demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. |
| ELA.K.R.C7.1.b | associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| ELA.K.R.C7.1.d | distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

**0545201144** **Scholastic Success With Consonants**

| Alignment ID | Alignment Text |
|---|---|
| ELA.K.L.C15.2.c | write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| ELF.ELA.K.II.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. |
| ELF.ELA.K.II.b | Associate common spellings (graphemes) with the five major short vowel sounds. |
| ELF.ELA.K.II.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| ELF.ELA.K.IV.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. |
| ELF.ELA.K.V.b | Recognize that spoken words are represented in written language by specific sequences of letters. |
| L.ELA.K.37.c | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| ELA.PK.FR.PC.3 | Recognize that letters of the alphabet are a special category of visual graphics that can be individually named. |
| ELA.PK.FR.PC.4 | Recognize that letters are grouped to form words and words are a unit of print. |
| ELA.PK.FR.PA.5 | Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of a words and recognition that different words begin or end with the same sound. |
| 2.5 | Knows that letters of the alphabet are a special category of visual graphics that can be individually named. |

**0545201144** **Scholastic Success With Consonants**

| Alignment ID | Alignment Text |
|---|---|
| 2.7 | Recognizes words as units of print that are separated by spaces. |
| 2.11 | Shows growing awareness of beginning and ending sounds of words. |
| 2.12 | Recognizes a word as a unit of print. |
| ELA.PK.II | Know the sounds associated with several letters. |
| ELA.PK.IV | Replicate the beginning sound in a word. |
| ELA.PK.V | Recognize and name some upper and lower case letters of the alphabet. |

**0545201136** **Scholastic Success With Vowels**

| Alignment ID | Alignment Text |
|---|---|
| **0545201136** | **Scholastic Success With Vowels** |
| ELA.K.R.C5.1.d | recognize and name all upper- and lowercase letters of the alphabet. |
| ELF.ELA.K.V.d | Recognize and name upper- and lowercase letters of the alphabet. |
| ELA.PK.FR.PC.3 | Recognize that letters of the alphabet are a special category of visual graphics that can be individually named. |
| 2.5 | Knows that letters of the alphabet are a special category of visual graphics that can be individually named. |
| 2.6 | Recognizes and names letters such as those in his/her name, names of family and friends, and those seen in environmental print. |
| ELA.K.R.C6.1.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/.) |
| ELF.ELA.K.IV.d | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. |
| ELA.K.R.C7.1.a | demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. |
| ELA.K.R.C7.1.b | associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| ELA.K.R.C7.1.d | distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

**0545201136** **Scholastic Success With Vowels**

| Alignment ID | Alignment Text |
|---|---|
| ELA.K.L.C15.2.c | write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| ELF.ELA.K.II.a | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. |
| ELF.ELA.K.II.b | Associate common spellings (graphemes) with the five major short vowel sounds. |
| ELF.ELA.K.II.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| L.ELA.K.37.c | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| ELA.PK.FR.PC.4 | Recognize that letters are grouped to form words and words are a unit of print. |
| 2.7 | Recognizes words as units of print that are separated by spaces. |
| 2.12 | Recognizes a word as a unit of print. |
| ELA.PK.II | Know the sounds associated with several letters. |
| ELA.PK.V | Recognize that letters are grouped to form words and words are a unit of print. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200717** | **Scholastic Success With Math: Grade 1** |
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |
| M.1.NBT.1 | count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. |
| MHM2 | Reason abstractly and quantitatively. |

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

| Alignment ID | Alignment Text |
|---|---|
| NBT.M.1.9 | 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. |
| M.1.G.2 | compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones and right circular cylinders) to create a composite shape and compose new shapes from the composite shape. |
| G.M.1.20 | 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. |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |

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

| Alignment ID | Alignment Text |
|---|---|
| M.1.NBT.4 | add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used and understand that in adding two-digit numbers, one adds tens and tens, ones and ones and sometimes it is necessary to compose a ten. |
| NBT.M.1.12 | 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. |
| M.1.OA.1 | use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. |
| OA.M.1.1 | 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). |
| M.1.MD.1 | order three objects by length and compare the lengths of two objects indirectly by using a third object. |
| M.1.MD.2 | express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end and understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. |
| MD.M.1.15 | Order three objects by length and compare the lengths of two objects indirectly by using a third object. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.1.16 | 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. |
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| M.1.G.3 | partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of, describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares. |
| G.M.1.21 | 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 and understand for these examples that decomposing into more equal shares creates smaller shares. |

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

| Alignment ID | Alignment Text |
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| M.1.MD.3 | tell and write time in hours and half-hours using analog and digital clocks. |
| MD.M.1.17 | Tell and write time in hours and half-hours using analog and digital clocks. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200709** | **Scholastic Success With Math: Grade 2** |
| M.2.NBT.2 | count within 1000 and skip-count by 5s, 10s and 100s. |
| NBT.M.2.6 | Count within 1000 and skip-count by 5s, 10s and 100s. |
| M.2.NBT.1.a | 100 can be thought of as a bundle of ten tens - called a “hundred.” |
| M.2.NBT.1.b | 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). |
| M.2.NBT.4 | compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, =, and < symbols to record the results of comparisons. |
| M.2.NBT.5 | fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. |
| M.2.NBT.9 | explain why addition and subtraction strategies work, using place value and the properties of operations. |
| NBT.M.2.5.a | 100 can be thought of as a bundle of ten tens – called a “hundred.” |
| NBT.M.2.5.b | 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. |
| NBT.M.2.8 | Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using >, = and < symbols to record the results of comparisons. |

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

| Alignment ID | Alignment Text |
|---|---|
| NBT.M.2.9 | Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. |
| NBT.M.2.13 | Explain why addition and subtraction strategies work, using place value and the properties of operations. |
| MHM7 | Look for and make use of structure. |
| MHM8 | Look for and express regularity in repeated reasoning. |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.2.MD.2 | measure the length of an object twice, using length units of different lengths for the two measurements, describe how the two measurements relate to the size of the unit chosen. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.2.G.1 | recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring) and identify triangles, quadrilaterals, pentagons, hexagons and cubes. |
| G.M.2.24 | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |
| M.2.NBT.6 | add up to four two-digit numbers using strategies based on place value and properties of operations. |
| M.2.NBT.7 | add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and 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. |
| NBT.M.2.10 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |
| NBT.M.2.11 | 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. |
| M.2.OA.2 | fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.2.2 | Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. |
| M.2.OA.3 | determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s and write an equation to express an even number as a sum of two equal addends. |
| M.2.OA.4 | use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends. |
| OA.M.2.3 | 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. |
| OA.M.2.4 | 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. |
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.2.OA.1 | use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. |
| OA.M.2.1 | 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). |
| M.2.MD.7 | tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |
| MD.M.2.20 | Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. |
| M.2.MD.1 | measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes. |
| M.2.MD.3 | estimate lengths using units of inches, feet, centimeters and meters. |
| M.2.MD.4 | measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| MHM6 | Attend to precision. |
| MD.M.2.14 | Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.2.15 | 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. |
| MD.M.2.16 | Estimate lengths using units of inches, feet, centimeters, and meters. |
| MD.M.2.17 | Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. |
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| M.2.MD.10 | draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories and solve simple put-together, take-apart and compare problems using information presented in a bar graph. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.2.23 | 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. |
| M.2.G.3 | partition circles and rectangles into two, three or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., describe the whole as two halves, three thirds, four fourths and recognize that equal shares of identical wholes need not have the same shape. |
| G.M.2.26 | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200695** | **Scholastic Success With Math: Grade 3** |
| M.3.NBT.1 | use place value understanding to round whole numbers to the nearest 10 or 100. |
| NBT.M.3.10 | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| M.3.MD.3 | draw a scaled picture graph and a scaled bar graph to represent a data set with several categories and solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. |
| MD.M.3.18 | 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 (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets). |
| M.3.OA.1 | interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. |
| M.3.OA.2 | interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. |
| M.3.OA.3 | use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| OA.M.3.1 | Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5 × 7). |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.3.2 | 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 (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8). |
| OA.M.3.3 | 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). |
| M.3.OA.7 | fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations and by the end of Grade 3, know from memory all products of two one-digit numbers. |
| M.3.OA.8 | solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| OA.M.3.7 | Learn multiplication tables (facts) with speed and memory in order to 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 that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. |
| OA.M.3.8 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MHM1 | Make sense of problems and persevere in solving them. |
| MHM2 | Reason abstractly and quantitatively. |

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

| Alignment ID | Alignment Text |
|---|---|
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| M.3.NF.1 | understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts and understand a fraction a/b as the quantity formed by a parts of size 1/b. |
| M.3.NF.3.a | understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line, |
| M.3.NF.3.b | recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3 and explain why the fractions are equivalent, e.g., by using a visual fraction model, |
| M.3.NF.3.c | express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers |
| M.3.NF.3.d | compare two fractions with the same numerator or the same denominator by reasoning about their size, recognize that comparisons are valid only when the two fractions refer to the same whole, record the results of comparisons with the symbols >, = or < and justify the conclusions, e.g., by using a visual fraction model. |
| M.3.G.2 | partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| NF.M.3.13 | Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. |
| NF.M.3.15.a | Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.3.15.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). |
| NF.M.3.15.c | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e. g., Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.) |
| NF.M.3.15.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). |
| G.M.3.25 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ or the area of the shape. |
| M.3.MD.1 | tell and write time to the nearest minute, measure time intervals in minutes and solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. |
| MD.M.3.16 | Tell and write time to the nearest minute, 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). |
| M.3.MD.4 | generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch and show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves or quarters. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.3.19 | 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. |
| M.3.G.1 | understand that shapes in different categories (e.g., rhombuses, rectangles and others) may share attributes (e.g., having four sides), 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. |
| G.M.3.24 | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200687** | **Scholastic Success With Math: Grade 4** |
| M.4.NBT.1 | recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. |
| M.4.NBT.2 | read and write multi-digit whole numbers using base-ten numerals, number names and expanded form and compare two multi-digit numbers based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| NBT.M.4.6 | 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 (e.g., recognize that 700 ÷ 70 = 10 by applying concepts of place value and division). |
| NBT.M.4.7 | 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. |
| M.4.NBT.3 | use place value understanding to round multi-digit whole numbers to any place. |
| NBT.M.4.8 | Use place value understanding to round multi-digit whole numbers to any place. |
| M.4.OA.3 | solve multi-step 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 and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| MHM4 | Model with mathematics. |

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| Alignment ID | Alignment Text |
|---|---|
| OA.M.4.3 | Solve multi-step 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. |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.4.OA.2 | multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem and distinguishing multiplicative comparison from additive comparison. |
| OA.M.4.2 | 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) and distinguish multiplicative comparison from additive comparison. |
| M.4.NBT.4 | fluently add and subtract multi-digit whole numbers using the standard algorithm. |

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| Alignment ID | Alignment Text |
|---|---|
| NBT.M.4.9 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| M.4.OA.1 | interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations. |
| M.4.NBT.5 | multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| OA.M.4.1 | 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. |
| NBT.M.4.10 | Multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| M.4.NBT.6 | find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| NBT.M.4.11 | Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |

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| Alignment ID | Alignment Text |
|---|---|
| M.4.NF.1 | explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size and use this principle to recognize and generate equivalent fractions. |
| M.4.NF.3.b | decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions, e.g., by using a visual fraction model. |
| M.4.NF.4.c | solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. |
| M.4.MD.4 | make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and solve problems involving addition and subtraction of fractions by using information presented in line plots. |
| NF.M.4.12 | Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |
| NF.M.4.14.b | Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions by using a visual fraction model (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8). |
| NF.M.4.15.c | Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem (e.g., If each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?). |

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| Alignment ID | Alignment Text |
|---|---|
| MD.M.4.22 | 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 (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection). |
| M.4.NF.5 | express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. |
| NF.M.4.16 | 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 (e.g., express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100). |
| M.4.NF.3.a | understand addition and subtraction of fractions as joining and separating parts referring to the same whole, |
| M.4.NF.3.d | solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. |
| NF.M.4.14.a | Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |
| NF.M.4.14.d | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem. |
| M.4.MD.1 | know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec, within a single system of measurement, express measurements in a larger unit in terms of a smaller unit, record measurement equivalents in a two column table, |

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| Alignment ID | Alignment Text |
|---|---|
| M.4.MD.2 | use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit and represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| MD.M.4.19 | Know relative sizes of measurement units within a system of units, including the metric system (km, m, cm; kg, g; l, ml), the standard system (lb, oz), and time (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. (e.g., Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...) |
| MD.M.4.20 | 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. |

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| Alignment ID | Alignment Text |
|---|---|
| MP5.1 | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. |
| MHM5 | Use appropriate tools strategically. |
| M.4.MD.6 | measure angles in whole-number degrees using a protractor and sketch angles of specified measure. |
| MD.M.4.24 | Measure angles in whole-number degrees using a protractor and sketch angles of specified measure. |
| M.4.G.1 | draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines and identify these in two-dimensional figures. |
| M.4.G.2 | classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size, recognize right triangles as a category and identify right triangles. |

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| Alignment ID | Alignment Text |
|---|---|
| M.4.G.3 | recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts, identify line-symmetric figures and draw lines of symmetry. |
| G.M.4.26 | Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| G.M.4.27 | 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. |
| G.M.4.28 | 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. |
| M.4OA.5 | generate a number or shape pattern that follows a given rule and identify apparent features of the pattern that were not explicit in the rule itself. |
| OA.M.4.5 | 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. (e.g., Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.) |

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| Alignment ID | Alignment Text |
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| **0545200679** | **Scholastic Success With Math: Grade 5** |
| M.5.NBT.6 | find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division, illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| NBT.M.5.9 | 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. |
| M.5.NF.4.a | interpret the product ( |
| M.5.NF.5.a | comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication, |
| M.5.NF.5.b | explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number and relating the principle of fraction equivalence |
| M.5.NF.6 | solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| NF.M.5.14.a | Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. (e.g., Use a visual fraction model to show (2/3) × 4 = 8/3 and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15.) |

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| Alignment ID | Alignment Text |
|---|---|
| NF.M.5.15.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. |
| NF.M.5.15.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 a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. |
| NF.M.5.16 | Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem. |
| M.5.NF.1 | add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. |
| NF.M.5.11 | 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 (e.g., 2/3 + 5/4 = 8/12 + 15/12 = 23/12). |
| M.5.NBT.1 | recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. |
| M.5.NBT.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). |
| M.5.NBT.4 | use place value understanding to round decimals to any place. |

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| Alignment ID | Alignment Text |
|---|---|
| NBT.M.5.4 | 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. |
| NBT.M.5.6.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)). |
| NBT.M.5.7 | Use place value understanding to round decimals to any place. |
| M.5.NBT.3.b | compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| NBT.M.5.6.b | Compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |

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| Alignment ID | Alignment Text |
|---|---|
| M.5.OA.3 | generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. |
| OA.M.5.3 | 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. (e.g., Given the rule "Add 3" and the starting number 0 and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.) |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |

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| Alignment ID | Alignment Text |
|---|---|
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MHM1 | Make sense of problems and persevere in solving them. |
| MHM2 | Reason abstractly and quantitatively. |
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| M.5.NBT.2 | explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 and use whole-number exponents to denote powers of 10. |
| M.5.NBT.5 | fluently multiply multi-digit whole numbers using the standard algorithm. |

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| Alignment ID | Alignment Text |
|---|---|
| NBT.M.5.5 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, 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. |
| NBT.M.5.8 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| M.5.NBT.7 | add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used. |
| NBT.M.5.10 | 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 related operations, relate the strategy to a written method and explain the reasoning used. |
| M.5.MD.1 | convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems. |
| MD.M.5.18 | 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. |
| M.5.NF.4.b | find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths, multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. |

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| Alignment ID | Alignment Text |
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| NF.M.5.14.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. |
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| M.5.G.1 | use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates and 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., x-axis and x-coordinate, y-axis and y-coordinate). |
| M.5.G.2 | represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. |

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| Alignment ID | Alignment Text |
|---|---|
| G.M.5.23 | 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., x-axis and x-coordinate, y-axis and y-coordinate). |
| G.M.5.24 | Represent real-world mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. |

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| Alignment ID | Alignment Text |
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| **0545200660** | **Scholastic Success With Math Tests: Grade 3** |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.3.NBT.1 | use place value understanding to round whole numbers to the nearest 10 or 100. |
| M.3.NF.1 | understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts and understand a fraction a/b as the quantity formed by a parts of size 1/b. |
| M.3.NF.3.b | recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3 and explain why the fractions are equivalent, e.g., by using a visual fraction model, |
| M.3.NF.3.c | express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers |

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| Alignment ID | Alignment Text |
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| M.3.NF.3.d | compare two fractions with the same numerator or the same denominator by reasoning about their size, recognize that comparisons are valid only when the two fractions refer to the same whole, record the results of comparisons with the symbols >, = or < and justify the conclusions, e.g., by using a visual fraction model. |
| NBT.M.3.10 | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| NF.M.3.13 | Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. |
| NF.M.3.15.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). |
| NF.M.3.15.c | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e. g., Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.) |
| NF.M.3.15.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). |
| M.3.MD.1 | tell and write time to the nearest minute, measure time intervals in minutes and solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. |

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| Alignment ID | Alignment Text |
|---|---|
| M.3.MD.2 | measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and liters (l) and 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. |
| M.3.MD.3 | draw a scaled picture graph and a scaled bar graph to represent a data set with several categories and solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. |
| M.3.MD.5.a | a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area, |
| M.3.MD.5.b | a plane figure which can be covered without gaps or overlaps by |
| M.3.MD.6 | measure areas by counting unit squares (square cm, square m, square in, square ft and improvised units). |
| M.3.MD.7.d | recognize area as additive and 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. |
| M.3.MD.8 | solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.3.G.1 | understand that shapes in different categories (e.g., rhombuses, rectangles and others) may share attributes (e.g., having four sides), 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. |
| M.3.G.2 | partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| MHM5 | Use appropriate tools strategically. |
| MD.M.3.16 | Tell and write time to the nearest minute, 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). |
| MD.M.3.17 | 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. |
| MD.M.3.18 | 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 (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets). |
| MD.M.3.20.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. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.3.20.b | A plane figure which can be covered without gaps or overlaps by b unit squares is said to have an area of b square units. |
| MD.M.3.21 | Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units). |
| MD.M.3.22.d | Recognize area as additive and 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. |
| MD.M.3.23 | 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. |
| G.M.3.24 | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), 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. |
| G.M.3.25 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ or the area of the shape. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MHM1 | Make sense of problems and persevere in solving them. |
| MHM2 | Reason abstractly and quantitatively. |
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| M.3.OA.7 | fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations and by the end of Grade 3, know from memory all products of two one-digit numbers. |
| M.3.OA.8 | solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.3.7 | Learn multiplication tables (facts) with speed and memory in order to 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 that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. |
| OA.M.3.8 | 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** |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.4.OA.4 | find all factor pairs for a whole number in the range 1–100, recognize that a whole number is a multiple of each of its factors, determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number and determine whether a given whole number in the range 1–100 is prime or composite. |
| M.4OA.5 | generate a number or shape pattern that follows a given rule and identify apparent features of the pattern that were not explicit in the rule itself. |
| M.4.NBT.2 | read and write multi-digit whole numbers using base-ten numerals, number names and expanded form and compare two multi-digit numbers based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.4.NBT.3 | use place value understanding to round multi-digit whole numbers to any place. |
| M.4.NF.2 | compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½, recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with symbols >, = or <, and justify the conclusions, e.g., by using a visual fraction model. |
| MHM4 | Model with mathematics. |
| OA.M.4.4 | 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. |
| OA.M.4.5 | 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. (e.g., Given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.) |
| NBT.M.4.7 | 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. |
| NBT.M.4.8 | Use place value understanding to round multi-digit whole numbers to any place. |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.4.13 | 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 ½). 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 by using a visual fraction model. |
| MP5.1 | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. |
| M.4.MD.1 | know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec, within a single system of measurement, express measurements in a larger unit in terms of a smaller unit, record measurement equivalents in a two column table, |
| M.4.G.1 | draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines and identify these in two-dimensional figures. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.4.G.2 | classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size, recognize right triangles as a category and identify right triangles. |
| M.4.G.3 | recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts, identify line-symmetric figures and draw lines of symmetry. |
| MD.M.4.19 | Know relative sizes of measurement units within a system of units, including the metric system (km, m, cm; kg, g; l, ml), the standard system (lb, oz), and time (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. (e.g., Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...) |
| G.M.4.26 | Draw points, lines, line segments, rays, angles (right, acute, obtuse) and perpendicular and parallel lines. Identify these in two-dimensional figures. |
| G.M.4.27 | 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. |
| G.M.4.28 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MHM1 | Make sense of problems and persevere in solving them. |

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

| Alignment ID | Alignment Text |
|---|---|
| MHM2 | Reason abstractly and quantitatively. |
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| MHM5 | Use appropriate tools strategically. |
| M.4.OA.1 | interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations. |
| M.4.OA.2 | multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem and distinguishing multiplicative comparison from additive comparison. |
| M.4.OA.3 | solve multi-step 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 and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| M.4.NBT.4 | fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| M.4.NBT.5 | multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.4.NBT.6 | find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| M.4.NF.3.a | understand addition and subtraction of fractions as joining and separating parts referring to the same whole, |
| M.4.NF.3.d | solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. |
| M.4.NF.5 | express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. |
| M.4.MD.2 | use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money, including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit and represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. |
| M.4.MD.4 | make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and solve problems involving addition and subtraction of fractions by using information presented in line plots. |
| OA.M.4.1 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.4.2 | 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) and distinguish multiplicative comparison from additive comparison. |
| OA.M.4.3 | Solve multi-step 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. |
| NBT.M.4.9 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| NBT.M.4.10 | Multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| NBT.M.4.11 | 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. |
| NF.M.4.14.a | Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |
| NF.M.4.14.d | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem. |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.4.16 | 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 (e.g., express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100). |
| MD.M.4.20 | 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. |
| MD.M.4.22 | 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 (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection). |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200644** | **Scholastic Success With Math Tests: Grade 5** |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.5.OA.3 | generate two numerical patterns using two given rules, identify apparent relationships between corresponding terms, form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. |
| M.5.NBT.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). |
| M.5.NBT.3.b | compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| M.5.NBT.4 | use place value understanding to round decimals to any place. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.5.MD.5.a | find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base and represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |
| OA.M.5.3 | 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. (e.g., Given the rule "Add 3" and the starting number 0 and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.) |
| NBT.M.5.6.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)). |
| NBT.M.5.6.b | Compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| NBT.M.5.7 | Use place value understanding to round decimals to any place. |
| MD.M.5.22.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). |

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

| Alignment ID | Alignment Text |
|---|---|
| MP5.1 | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. |
| M.5.NF.4.b | find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths, multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. |
| M.5.MD.1 | convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems. |
| M.5.MD.3.a | a cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume and can be used to measure volume, |
| M.5.MD.3.b | a solid figure which can be packed without gaps or overlaps using |
| M.5.MD.4 | measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft and improvised units. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.5.G.3 | understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category |
| M.5.G.4 | classify two-dimensional figures in a hierarchy based on properties. |
| NF.M.5.14.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. |
| MD.M.5.18 | 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. |
| MD.M.5.20.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. |
| MD.M.5.20.b | A solid figure which can be packed without gaps or overlaps using b unit cubes is said to have a volume of b cubic units. |
| MD.M.5.21 | Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. |
| G.M.5.25 | Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles). |
| G.M.5.26 | Classify two-dimensional figures in a hierarchy based on properties. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MHM1 | Make sense of problems and persevere in solving them. |

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

| Alignment ID | Alignment Text |
|---|---|
| MHM2 | Reason abstractly and quantitatively. |
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| MHM5 | Use appropriate tools strategically. |
| M.5.NBT.2 | explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 and use whole-number exponents to denote powers of 10. |
| M.5.NBT.5 | fluently multiply multi-digit whole numbers using the standard algorithm. |
| M.5.NBT.6 | find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division, illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| M.5.NBT.7 | add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used. |
| M.5.NF.1 | add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.5.NF.2 | solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem and use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |
| M.5.NF.4.a | interpret the product ( |
| M.5.NF.5.a | comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication, |
| M.5.NF.5.b | explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number and relating the principle of fraction equivalence |
| M.5.NF.6 | solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| M.5.G.1 | use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates and 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., x-axis and x-coordinate, y-axis and y-coordinate). |
| M.5.G.2 | represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. |

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

| Alignment ID | Alignment Text |
|---|---|
| NBT.M.5.5 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, 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. |
| NBT.M.5.8 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| NBT.M.5.9 | 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. |
| NBT.M.5.10 | 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 related operations, relate the strategy to a written method and explain the reasoning used. |
| NF.M.5.11 | 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 (e.g., 2/3 + 5/4 = 8/12 + 15/12 = 23/12). |
| NF.M.5.12 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators 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 (e.g., recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2). |
| NF.M.5.14.a | Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. (e.g., Use a visual fraction model to show (2/3) × 4 = 8/3 and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15.) |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.5.15.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. |
| NF.M.5.15.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 a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. |
| NF.M.5.16 | Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem. |
| G.M.5.23 | 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., x-axis and x-coordinate, y-axis and y-coordinate). |
| G.M.5.24 | Represent real-world 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| **054520111X** | **Scholastic Success With Math Tests: Grade 6** |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| M.6.NS.4 | find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. |
| NS.M.6.7 | 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 (e.g., express 36 + 8 as 4 (9 + 2)). |

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

| Alignment ID | Alignment Text |
|---|---|
| MP5.1 | Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts. |
| M.6.RP.3.d | 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. |
| M.6.RP.3.e | use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. |
| M.6.G.1 | find the area of right triangles, other triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. |
| RP.M.6.3.d | Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. |

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

| Alignment ID | Alignment Text |
|---|---|
| G.M.6.21 | 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. |
| MP1.1 | Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches. |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |

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

| Alignment ID | Alignment Text |
|---|---|
| MP3.1 | Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments. |
| MP4.1 | Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. |
| MHM1 | Make sense of problems and persevere in solving them. |

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

| Alignment ID | Alignment Text |
|---|---|
| MHM2 | Reason abstractly and quantitatively. |
| MHM3 | Construct viable arguments and critique the reasoning of others. |
| MHM5 | Use appropriate tools strategically. |
| M.6.RP.3.a | make tables of equivalent ratios relating quantities with whole-number |
| M.6.RP.3.c | solve unit rate problems including those involving unit pricing and constant speed. |
| M.6.NS.2 | fluently divide multi-digit numbers using the standard algorithm. |
| M.6.NS.3 | fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation. |
| M.6.NS.6.b | understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. |
| M.6.NS.6.c | find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. |
| M.6.NS.8 | solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.6.G.3 | draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. |
| M.6.SP.5.c | giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. |
| RP.M.6.3.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. |
| RP.M.6.3.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. |
| NS.M.6.5 | Fluently divide multi-digit numbers using the standard algorithm. |
| NS.M.6.6 | Fluently add, subtract, multiply and divide multi-digit decimals using the standard algorithm for each operation. |
| NS.M.6.9.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. |
| NS.M.6.9.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. |

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

| Alignment ID | Alignment Text |
|---|---|
| NS.M.6.11 | 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. |
| G.M.6.23 | 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. |
| SP.M.6.26 | Through informal observation, understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean/median), spread (range), and overall shape. |
| SP.M.6.29.c | Giving quantitative measures of center (median and/or mean), 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545201039** | **Scholastic Success With Reading Tests: Grade 3** |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 1.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| 4.9 | 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. |
| 4.10 | 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. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| 4.12 | 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. |
| ELA.3.R.C1.1 | ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.3.R.C1.2 | 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 literary text. |
| ELA.3.R.C1.4 | ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. |
| ELA.3.R.C1.5 | determine the main idea of an informational text; recount the key details and explain how they support the main idea. |
| ELA.3.R.C1.6 | describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect. |
| ELA.3.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. |
| ELA.3.R.C2.2 | refer to parts of stories, dramas and poems when writing or speaking about a literary text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections. |
| ELA.3.R.C2.4 | determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. |
| ELA.3.R.C2.5 | use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |
| ELA.3.R.C2.6 | distinguish their own point of view from that of the author of an informational text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.3.R.C3.3 | use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). |
| ELA.3.R.C3.4 | describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| ELA.3.R.C3.5 | compare and contrast the most important points and key details presented in two informational texts on the same topic. |
| ELA.3.R.C4.1 | 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. |
| ELA.3.R.C4.2 | 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. |
| ELA.3.R.C7.1.a | identify and know the meaning of the most common prefixes and derivational suffixes. |
| ELA.3.R.C8.1.b | read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| ELA.3.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.3.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.3.L.C17.1.b | determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.3.L.C17.1.c | use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |
| ELF.ELA.3.I.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| ELF.ELA.3.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELF.ELA.3.II.a | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| R.ELA.3.1 | Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. |
| R.ELA.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 literary text. |
| R.ELA.3.4 | Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. |
| R.ELA.3.5 | Determine the main idea of an informational text; recount the key details and explain how they support the main idea. |
| R.ELA.3.6 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. |
| R.ELA.3.7 | Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.3.8 | Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| R.ELA.3.10 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. |
| R.ELA.3.11 | Use informational text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic efficiently. |
| R.ELA.3.12 | Distinguish one's own point of view from that of the author of an informational text. |
| R.ELA.3.15 | Use information gained from illustrations (e.g., maps or photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| R.ELA.3.16 | Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence). |
| R.ELA.3.17 | Compare and contrast the most important points and key details presented in two informational texts on the same topic. |
| R.ELA.3.18 | 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 range independently and proficiently. |
| R.ELA.3.19 | By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2–3 text complexity range independently and proficiently. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.3.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| L.ELA.3.39.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, and heat/preheat). |
| L.ELA.3.39.c | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company and companion). |
| 1.4 | 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. |
| ELA.3.L.C17.2.a | distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| ELA.3.L.C17.2.b | identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| ELA.3.L.C17.3 | acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night we went looking for them). |
| L.ELA.3.40.a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| L.ELA.3.40.b | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| L.ELA.3.41 | Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional 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** |
| ELA.4.R.C2.2 | 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 literary text. |
| R.ELA.4.8 | Explain major differences between poems, drama, and prose; refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a literary text. |
| ELA.4.R.C3.2 | 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, traditional literature and literary text from different cultures. |
| R.ELA.4.14 | 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, traditional literature, and literary text from different cultures. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 1.10 | Read and comprehend complex literary and informational texts independently and proficiently. |

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

| Alignment ID | Alignment Text |
|---|---|
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.4.R.C1.1 | refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.4.R.C1.2 | determine a theme of a story, drama or poem from details in the literary text; summarize the text. |
| ELA.4.R.C1.3 | describe in depth a character, setting or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words or actions). |
| ELA.4.R.C1.4 | refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.4.R.C1.5 | determine the main idea of an informational text and explain how it is supported by key details; summarize the text. |
| ELA.4.R.C1.6 | explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the informational text. |
| ELA.4.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., herculean). |
| ELA.4.R.C2.4 | determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area. |
| ELA.4.R.C2.5 | describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in an informational text or part of an informational text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.R.C2.6 | compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in informational text. |
| ELA.4.R.C3.1 | make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where each version reflects specific descriptions and directions in the text. |
| ELA.4.R.C3.3 | 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 informational text in which it appears. |
| ELA.4.R.C3.4 | explain how an author uses reasons and evidence to support particular points in an informational text. |
| ELA.4.R.C3.5 | integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| ELA.4.R.C4.1 | 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. |
| ELA.4.R.C4.2 | 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. |
| ELA.4.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.4.L.C17.1.b | use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| ELA.4.L.C17.2.b | recognize and explain the meaning of common idioms, adages and proverbs. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.L.C17.2.c | demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| ELF.ELA.4.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.ELA.4.1 | Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.4.2 | Determine a theme of a story, drama, or poem from details in the literary text; summarize the text. |
| R.ELA.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text (e.g., a character's thoughts, words, or actions). |
| R.ELA.4.4 | Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.4.5 | Determine the main idea of an informational text and explain how it is supported by key details; summarize the text. |
| R.ELA.4.6 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text. |
| R.ELA.4.7 | Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology (e.g., herculean). |
| R.ELA.4.10 | Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.4.11 | Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in all or part of an informational text. |
| R.ELA.4.12 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the focus and information provided in these informational texts. |
| R.ELA.4.13 | Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation. |
| R.ELA.4.15 | 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 informational text in which it appears. |
| R.ELA.4.16 | Explain how an author uses reasons and evidence to support particular points in an informational text. |
| R.ELA.4.17 | Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| R.ELA.4.18 | By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range. |
| R.ELA.4.19 | By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range. |
| L.ELA.4.39.b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, and autograph). |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.4.40.b | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| L.ELA.4.40.c | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| 1.4 | 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. |
| ELA.4.L.C17.1.a | use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. |
| ELA.4.L.C17.2.a | explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| ELA.4.L.C17.3 | 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). |
| L.ELA.4.39.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| L.ELA.4.40.a | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| L.ELA.4.41 | Acquire and accurately use 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, and 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** |
| ELA.5.R.C1.3 | compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact). |
| ELA.5.L.C16.1.b | compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems. |
| R.ELA.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text (e.g., how characters interact). |
| L.ELA.5.38.b | Compare and contrast the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems. |
| ELA.5.W.C9.2.d | use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.ELA.5.21.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| ELA.5.R.C2.2 | explain how a series of chapters, scenes or stanzas fits together in a literary text to provide the overall structure of a particular story, drama or poem. |
| ELA.5.R.C4.1 | 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. |
| R.ELA.5.8 | Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.5.18 | 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 range independently and proficiently. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 1.4 | 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. |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 1.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| 4.9 | 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. |
| 4.12 | 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. |
| ELA.5.R.C1.1 | quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.R.C1.2 | determine a theme of a story, drama or poem from details in a literary 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. |
| ELA.5.R.C1.4 | quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.5.R.C1.5 | determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. |
| ELA.5.R.C1.6 | using an informational text, 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. |
| ELA.5.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |
| ELA.5.R.C2.4 | determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. |
| ELA.5.R.C2.5 | compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts. |
| ELA.5.R.C2.6 | analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text. |
| ELA.5.R.C3.1 | analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.R.C3.3 | draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| ELA.5.R.C3.4 | explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). |
| ELA.5.R.C3.5 | integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| ELA.5.R.C4.2 | 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. |
| ELA.5.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.5.W.C11.3.b | apply grade 5 reading objectives 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]"). |
| ELA.5.SL.C13.2 | summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. |
| ELA.5.SL.C13.3 | summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| ELA.5.L.C17.1.b | use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.L.C17.2.a | interpret figurative language, including similes and metaphors, in context. |
| ELA.5.L.C17.2.b | recognize and explain the meaning of common idioms, adages and proverbs. |
| ELF.ELA.5.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.ELA.5.1 | Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.5.2 | Determine a theme of a story, drama, or poem from details in a literary 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. |
| R.ELA.5.4 | Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.5.5 | Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. |
| R.ELA.5.6 | Using an informational text, 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. |
| R.ELA.5.7 | Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |
| R.ELA.5.10 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.5.11 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts. |
| R.ELA.5.12 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts. |
| R.ELA.5.13 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem). |
| R.ELA.5.15 | Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| R.ELA.5.16 | Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). |
| R.ELA.5.17 | Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably. |
| R.ELA.5.19 | By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently. |
| W.ELA.5.28.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]"). |
| SL.ELA.5.31 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

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

| Alignment ID | Alignment Text |
|---|---|
| SL.ELA.5.32 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| L.ELA.5.39.b | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis). |
| L.ELA.5.40.a | Interpret figurative language, including similes and metaphors, in context. |
| L.ELA.5.40.b | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| 4.10 | 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. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.5.L.C17.1.a | use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| ELA.5.L.C17.2.c | use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| ELA.5.L.C17.3 | 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). |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.5.39.a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| L.ELA.5.40.c | Use the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words. |
| L.ELA.5.41 | Acquire and accurately use 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, and in addition). |

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

| Alignment ID | Alignment Text |
|---|---|
| **054520108X** | **Scholastic Success With Reading Tests: Grade 6** |
| ELA.6.R.C1.2 | determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| ELA.6.R.C3.1 | 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 literary text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| ELA.6.R.C3.2 | compare and contrast literary 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. |
| ELA.6.R.C4.1 | 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. |
| R.ELA.6.2 | Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| R.ELA.6.13 | 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 literary text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. |
| R.ELA.6.14 | Compare and contrast literary texts in different forms or genres (e.g., stories, poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics. |
| R.ELA.6.18 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range. |

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

| Alignment ID | Alignment Text |
|---|---|
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 1.4 | 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. |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 1.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| 4.9 | 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. |
| 4.12 | 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. |
| ELA.6.R.C1.1 | cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text. |
| ELA.6.R.C1.4 | cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. |
| ELA.6.R.C1.5 | determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.6.R.C1.6 | analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in an informational text (e.g., through examples or anecdotes). |
| ELA.6.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| ELA.6.R.C2.4 | determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings. |
| ELA.6.R.C2.5 | analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of an informational text and contributes to the development of the ideas. |
| ELA.6.R.C2.6 | determine an author's point of view or purpose in an informational text and explain how it is conveyed in the text. |
| ELA.6.R.C3.4 | trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| ELA.6.R.C3.5 | 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) in informational text. |
| ELA.6.L.C17.1.b | use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible). |
| ELA.6.L.C17.1.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). |
| ELA.6.L.C17.2.a | interpret figures of speech (e.g., personification) in context. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.6.L.C17.2.c | distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| R.ELA.6.1 | Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text. |
| R.ELA.6.4 | Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text. |
| R.ELA.6.5 | Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| R.ELA.6.6 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text (e.g., through examples or anecdotes). |
| R.ELA.6.7 | Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| R.ELA.6.10 | Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings. |
| R.ELA.6.11 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas. |
| R.ELA.6.12 | Determine an author’s point of view or purpose in an informational text and explain how it is communicated in the text. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.6.16 | Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| R.ELA.6.17 | Compare and contrast two authors' presentations of events (e.g., a memoir written by and a biography on the same person) in informational text. |
| R.ELA.6.19 | By the end of the year, read and comprehend nonfiction and other informational texts in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range. |
| L.ELA.6.39.b | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, and audible). |
| L.ELA.6.39.d | Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| L.ELA.6.40.a | Interpret figures of speech (e.g., personification) in context. |
| L.ELA.6.40.c | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, and thrifty). |
| 4.10 | 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. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.6.L.C17.1.a | use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| ELA.6.L.C17.2.b | use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| ELA.6.L.C17.3 | 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. |
| L.ELA.6.39.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. |
| L.ELA.6.40.b | Use the relationship between particular words (e.g., cause/effect, part/whole, or item/category) to better understand each of the words. |
| L.ELA.6.41 | Acquire and accurately use 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** |
| ELA.1.L.C15.2.b | use end punctuation for sentences. |
| L.ELA.1.37.b | Use end punctuation for sentences. |
| ELA.1.L.C15.1.j | produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. |
| ELA.1.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| L.ELA.1.36.i | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| L.ELA.1.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 4.7 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| ELA.1.L.C15.1.b | use common, proper, and possessive nouns. |
| ELA.1.L.C15.1.c | use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| ELA.1.L.C15.1.d | use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| ELA.1.L.C15.1.f | use frequently occurring adjectives. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.1.L.C15.1.g | use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| ELA.1.L.C15.1.h | use determiners (e.g., articles, demonstratives). |
| ELA.1.L.C15.1.i | use frequently occurring prepositions (e.g., during, beyond, toward). |
| L.ELA.1.36.a | Use common, proper, and possessive nouns. |
| L.ELA.1.36.b | Use singular and plural nouns with matching verbs in basic sentences (e.g., he hops; we hop). |
| L.ELA.1.36.c | Use personal, possessive and indefinite pronouns (e.g., I, me, and my; they, them, and their; anyone and everything). |
| L.ELA.1.36.e | Use frequently occurring adjectives. |
| L.ELA.1.36.f | Use frequently occurring conjunctions (e.g. and, but, or, so, or because). |
| L.ELA.1.36.g | Use determiners (e.g., articles and demonstratives). |
| L.ELA.1.36.h | Use frequently occurring prepositions (e.g., during, beyond, or toward). |
| ELA.1.L.C15.1.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). |
| ELA.1.L.C17.2.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. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.1.36.d | 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). |
| L.ELA.1.40.d | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl) and adjectives differing in intensity (e.g., large and gigantic) by defining or choosing them or by acting out the meanings. |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.1.R.C5.1.a | recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.1.L.C15.2.a | capitalize dates and names of people. |
| ELF.ELA.1.V.a | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation). |
| L.ELA.1.37.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** |
| ELA.2.L.C15.2.a | capitalize holidays, product names, and geographic names. |
| L.ELA.2.37.a | Capitalize holidays, product names, and geographic names. |
| ELA.2.L.C15.1.f | produce, expand and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy). |
| L.ELA.2.36.f | Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy). |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.2.L.C15.1.e | use adjectives and adverbs, and choose between them depending on what is to be modified. |
| ELA.2.L.C17.3 | 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). |
| L.ELA.2.36.e | Use adjectives and adverbs and choose between them depending on what is to be modified. |
| L.ELA.2.41 | Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy). |
| ELA.2.L.C15.2.c | use an apostrophe to form contractions and frequently occurring possessives. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.2.37.c | Use an apostrophe to form contractions and frequently occurring possessives. |
| ELA.2.L.C15.1.d | form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| ELA.2.L.C17.2.b | distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| L.ELA.2.36.d | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). |
| L.ELA.2.40.b | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny). |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545201055** | **Scholastic Success With Grammar: Grade 3** |
| ELA.3.L.C15.1.b | form and use regular and irregular plural nouns. |
| L.ELA.3.36.b | Form and use regular and irregular plural nouns. |
| ELA.3.L.C15.1.f | ensure subject-verb and pronoun-antecedent agreement. |
| L.ELA.3.36.f | Ensure subject-verb and pronoun-antecedent agreement. |
| ELA.3.L.C15.1.g | form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. |
| L.ELA.3.36.g | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| ELA.3.L.C15.1.i | produce simple, compound and complex sentences. |
| L.ELA.3.36.i | Produce simple, compound, and complex sentences. |
| ELA.3.L.C15.2.d | form and use possessives. |
| L.ELA.3.37.d | Form and use possessives. |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.3.L.C15.2.b | use commas in addresses. |
| ELA.3.L.C15.2.c | use commas and quotation marks in dialogue. |
| L.ELA.3.37.b | Use commas in addresses. |
| L.ELA.3.37.c | Use commas and quotation marks in dialogue. |
| ELA.3.L.C15.1.a | explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. |
| ELA.3.L.C15.1.d | form and use regular and irregular verbs. |
| ELA.3.L.C15.1.e | form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| L.ELA.3.36.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| L.ELA.3.36.d | Form and use regular and irregular verbs. |
| L.ELA.3.36.e | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545201047** | **Scholastic Success With Grammar: Grade 4** |
| ELA.4.L.C15.1.f | produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| L.ELA.4.36.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| ELA.4.L.C15.2.c | use a comma before a coordinating conjunction in a compound sentence. |
| L.ELA.4.37.c | Use a comma before a coordinating conjunction in a compound sentence. |
| ELA.4.L.C15.1.c | use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| L.ELA.4.36.c | Use modal auxiliaries (e.g., can, may, or must) to convey various conditions. |
| ELA.4.L.C15.1.b | form and use the progressive (e.g., i was walking; i am walking; i will be walking) verb tenses. |
| L.ELA.4.36.b | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| ELA.4.L.C15.1.d | order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L.ELA.4.36.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| ELA.4.L.C15.1.e | form and use prepositional phrases. |
| L.ELA.4.36.e | Form and use prepositional phrases. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.L.C15.2.b | use commas and quotation marks to mark direct speech and quotations from a text. |
| L.ELA.4.37.b | Use commas and quotation marks to mark direct speech and quotations from a text. |
| ELA.4.L.C15.1.a | use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L.ELA.4.36.a | Use relative pronouns (who, whose, whom, which, or that) and relative adverbs (where, when, or why). |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545201020** | **Scholastic Success With Grammar: Grade 5** |
| ELA.5.L.C16.1.a | expand, combine and reduce sentences for meaning, reader/listener interest, and style. |
| L.ELA.5.38.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| ELA.5.L.C15.1.d | recognize and correct inappropriate shifts in verb tense. |
| L.ELA.5.36.d | Recognize and correct inappropriate shifts in verb tense. |
| ELA.5.L.C15.1.b | form and use the perfect (e.g., i had walked; i have walked; i will have walked) verb tenses. |
| ELA.5.L.C15.1.c | use verb tense to convey various times, sequences, states and conditions. |
| L.ELA.5.36.b | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| L.ELA.5.36.c | Use verb tense to convey various times, sequences, states, and conditions. |
| ELA.5.W.C9.2.b | develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. |
| ELA.5.L.C15.2.d | use underlining, quotation marks, or italics to indicate titles of works. |
| W.ELA.5.21.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| L.ELA.5.37.d | Use underlining, quotation marks, or italics to indicate titles of works. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.L.C15.1.a | explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. |
| L.ELA.5.36.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| ELA.5.L.C15.2.a | use punctuation to separate items in a series. |
| ELA.5.L.C15.2.b | use a comma to separate an introductory element from the rest of the sentence. |
| ELA.5.L.C15.2.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?). |
| L.ELA.5.37.a | Use punctuation to separate items in a series. |
| L.ELA.5.37.b | Use a comma to separate an introductory element from the rest of the sentence. |
| L.ELA.5.37.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?). |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200725** | **Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4** |
| M.4.NBT.4 | fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| NBT.M.4.9 | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| M.4.OA.1 | interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations. |
| M.4.OA.2 | multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem and distinguishing multiplicative comparison from additive comparison. |
| M.4.NBT.5 | multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| OA.M.4.1 | 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. |
| OA.M.4.2 | 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) and distinguish multiplicative comparison from additive comparison. |
| NBT.M.4.10 | Multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.4.NBT.6 | find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| NBT.M.4.11 | 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** |
| M.5.MD.5.a | find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base and represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |
| MD.M.5.22.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). |
| M.5.NBT.5 | fluently multiply multi-digit whole numbers using the standard algorithm. |
| NBT.M.5.8 | Fluently multiply multi-digit whole numbers using the standard algorithm. |
| M.5.NBT.2 | explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 and use whole-number exponents to denote powers of 10. |
| M.5.NBT.7 | add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used. |
| NBT.M.5.5 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, 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. |

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

| Alignment ID | Alignment Text |
| --- | --- |
| NBT.M.5.10 | 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 related operations, relate the strategy to a written method and explain the reasoning used. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200989** | **Scholastic Success With Addition & Subtraction: Grade 1** |
| M.1.OA.6 | add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and 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). |
| M.1.OA.2 | solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. |
| OA.M.1.2 | 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). |
| M.1.OA.1 | use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g., by using objects, drawings and equations with a symbol for the unknown number to represent the problem. |
| OA.M.1.1 | 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). |

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

| Alignment ID | Alignment Text |
|---|---|
| M.1.NBT.4 | add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used and understand that in adding two-digit numbers, one adds tens and tens, ones and ones and sometimes it is necessary to compose a ten. |
| NBT.M.1.12 | 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** |
| M.2.OA.1 | use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, e.g. by using drawings and equations with a symbol for the unknown number to represent the problem. |
| M.2.OA.2 | fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. |
| M.2.NBT.5 | fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. |
| M.2.NBT.6 | add up to four two-digit numbers using strategies based on place value and properties of operations. |
| M.2.NBT.7 | add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and 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. |
| OA.M.2.1 | 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). |
| OA.M.2.2 | Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers. |

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

| Alignment ID | Alignment Text |
|---|---|
| NBT.M.2.9 | Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction. |
| NBT.M.2.10 | Add up to four two-digit numbers using strategies based on place value and properties of operations. |
| NBT.M.2.11 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200911** | **Scholastic Success With Contemporary Cursive: Grades 2–4** |
| ELF.ELA.2.III | Create readable documents with legible print or cursive as developmentally appropriate. |
| ELF.ELA.3.III | Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. |
| ELF.ELA.4.III | Write fluidly and legibly in cursive or joined italics. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200903** | **Scholastic Success With Contemporary Manuscript: Grades K–1** |
| ELA.K.L.C15.1.a | print many upper- and lowercase letters. |
| ELA.1.L.C15.1.a | print all upper- and lowercase letters. |
| ELF.ELA.K.III | Print upper- and lowercase letters. |
| ELF.ELA.1.III | Print all upper- and lowercase letters using proper letter formation and directionality. |

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

| Alignment ID | Alignment Text |
|---|---|
| **054520089X** | **Scholastic Success With Fractions & Decimals: Grade 5** |
| M.5.NF.4.b | find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths, multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. |
| M.5.MD.2 | make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and use operations on fractions for this grade to solve problems involving information presented in line plots. |
| NF.M.5.14.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. |
| MD.M.5.19 | 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. (e.g., Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally). |
| M.5.NF.3 | interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b) and solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.5.13 | Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. (e.g., Interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?) |
| M.5.NF.1 | add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. |
| M.5.NF.2 | solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem and use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |
| NF.M.5.11 | 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 (e.g., 2/3 + 5/4 = 8/12 + 15/12 = 23/12). |
| NF.M.5.12 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators 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 (e.g., recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2). |
| M.5.NF.4.a | interpret the product ( |

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

| Alignment ID | Alignment Text |
|---|---|
| M.5.NF.5.a | comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication, |
| M.5.NF.5.b | explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number and relating the principle of fraction equivalence |
| M.5.NF.6 | solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. |
| NF.M.5.14.a | Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. (e.g., Use a visual fraction model to show (2/3) × 4 = 8/3 and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15.) |
| NF.M.5.15.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. |
| NF.M.5.15.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 a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. |
| NF.M.5.16 | Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem. |
| M.5.NF.7.b | interpret division of a whole number by a unit fraction and compute such quotients. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.5.NF.7.c | solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. |
| NF.M.5.17.b | Interpret division of a whole number by a unit fraction and compute such quotients. (e.g., Create a story context for 4 ÷ (1/5) and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.) |
| NF.M.5.17.c | Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. (e.g., How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many1/3-cup servings are in 2 cups of raisins?) |
| M.5.NBT.1 | recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. |
| M.5.NBT.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). |
| NBT.M.5.4 | 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. |
| NBT.M.5.6.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)). |
| M.5.NBT.3.b | compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |

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

| Alignment ID | Alignment Text |
|---|---|
| NBT.M.5.6.b | Compare two decimals to thousandths based on meanings of the digits in each place, using >, = and < symbols to record the results of comparisons. |
| M.5.NBT.4 | use place value understanding to round decimals to any place. |
| NBT.M.5.7 | Use place value understanding to round decimals to any place. |
| M.5.NBT.2 | explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10 and use whole-number exponents to denote powers of 10. |
| M.5.NBT.7 | add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction, relate the strategy to a written method and explain the reasoning used. |
| NBT.M.5.5 | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, 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. |
| NBT.M.5.10 | 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 related operations, 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** |
| M.4.NF.4.c | solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. |
| M.4.MD.4 | make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and solve problems involving addition and subtraction of fractions by using information presented in line plots. |
| NF.M.4.15.c | Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and equations to represent the problem (e.g., If each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?). |
| MD.M.4.22 | 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 (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection). |
| M.4.NF.3.c | add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction, |
| NF.M.4.14.c | Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction. |
| M.4.NF.1 | explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size and use this principle to recognize and generate equivalent fractions. |

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

| Alignment ID | Alignment Text |
|---|---|
| M.4.NF.2 | compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½, recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with symbols >, = or <, and justify the conclusions, e.g., by using a visual fraction model. |
| M.4.NF.3.a | understand addition and subtraction of fractions as joining and separating parts referring to the same whole, |
| M.4.NF.3.b | decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions, e.g., by using a visual fraction model. |
| M.4.NF.3.d | solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. |
| M.4.NF.5 | express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. |
| NF.M.4.12 | Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. |
| NF.M.4.13 | 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 ½). 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 by using a visual fraction model. |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.4.14.a | Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. |
| NF.M.4.14.b | Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify decompositions by using a visual fraction model (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8). |
| NF.M.4.14.d | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem. |
| NF.M.4.16 | 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 (e.g., express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100). |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200873** | **Scholastic Success With Multiplication & Division: Grade 3** |
| M.3.MD.5.a | a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area, |
| M.3.MD.5.b | a plane figure which can be covered without gaps or overlaps by |
| M.3.MD.6 | measure areas by counting unit squares (square cm, square m, square in, square ft and improvised units). |
| M.3.MD.7.a | find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths, |
| M.3.MD.7.c | use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c and use area models to represent the distributive property in mathematical reasoning, |
| MD.M.3.20.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. |
| MD.M.3.20.b | A plane figure which can be covered without gaps or overlaps by b unit squares is said to have an area of b square units. |
| MD.M.3.21 | Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units). |
| MD.M.3.22.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. |

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

| Alignment ID | Alignment Text |
|---|---|
| MD.M.3.22.c | Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. |
| M.3.OA.1 | interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. |
| M.3.OA.2 | interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. |
| M.3.OA.3 | use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| M.3.G.2 | partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. |
| OA.M.3.1 | Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5 × 7). |
| OA.M.3.2 | 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 (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8). |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.3.3 | 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). |
| G.M.3.25 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ or the area of the shape. |
| M.3.OA.6 | understand division as an unknown-factor problem. |
| OA.M.3.6 | Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8). |
| M.3.OA.7 | fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations and by the end of Grade 3, know from memory all products of two one-digit numbers. |
| M.3.OA.8 | solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| OA.M.3.7 | Learn multiplication tables (facts) with speed and memory in order to 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 that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. |

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

| Alignment ID | Alignment Text |
| --- | --- |
| OA.M.3.8 | 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** |
| M.3.OA.3 | use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| M.3.OA.8 | solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity and assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| M.4.OA.2 | multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem and distinguishing multiplicative comparison from additive comparison. |
| M.4.NBT.6 | find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |
| OA.M.3.3 | 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). |
| OA.M.3.8 | 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 |
|---|---|
| OA.M.4.2 | 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) and distinguish multiplicative comparison from additive comparison. |
| NBT.M.4.11 | 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. |
| M.4.OA.4 | find all factor pairs for a whole number in the range 1–100, recognize that a whole number is a multiple of each of its factors, determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number and determine whether a given whole number in the range 1–100 is prime or composite. |
| M.4.NF.4.a | understand a fraction |
| M.4.NF.4.b | understand a multiple of |
| OA.M.4.4 | 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. |
| NF.M.4.15.a | Understand a fraction a/b as a multiple of 1/b, (e.g., use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4)). |

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

| Alignment ID | Alignment Text |
|---|---|
| NF.M.4.15.b | Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number (e.g., use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. In general, n × (a/b) = (n × a)/b). |
| M.3.OA.5 | apply properties of operations as strategies to multiply and divide. |
| OA.M.3.5 | Apply properties of operations as strategies to multiply and divide (e.g., If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known: Commutative Property of Multiplication. 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30: Associative Property of Multiplication. Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56: Distributive Property. |
| M.3.OA.1 | interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. |
| M.3.OA.7 | fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations and by the end of Grade 3, know from memory all products of two one-digit numbers. |
| M.4.OA.1 | interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5 and represent verbal statements of multiplicative comparisons as multiplication equations. |
| M.4.NBT.5 | multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and illustrate and explain the calculation by using equations, rectangular arrays and/or area models. |

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

| Alignment ID | Alignment Text |
|---|---|
| OA.M.3.1 | Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5 × 7). |
| OA.M.3.7 | Learn multiplication tables (facts) with speed and memory in order to 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 that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. |
| OA.M.4.1 | 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. |
| NBT.M.4.10 | Multiply a whole number of up to four digits by a one-digit whole number, multiply two two-digit numbers, using strategies based on place value and the properties of operations and 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** |
| M.K.G.1 | describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. |
| M.K.G.2 | correctly name shapes regardless of their orientations or overall size. |
| G.M.K.17 | 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. |
| G.M.K.18 | Correctly name shapes regardless of their orientations or overall size. |
| M.PK.G.SS.1 | Correctly name shapes regardless of size |
| M.PK.G.SS.2 | Describe objects in the environment using the names of shapes, and describe the relative positions of these objects using terms such as up, down, over, under, top, bottom, inside, outside, in front, behind. |
| M.PK.G.SS.3 | Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape). |
| M.PK.17.a | Use the names of basic shapes. |
| M.PK.18 | Correctly name basic shapes regardless of their orientations or overall size. |
| M.PK.20 | Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes. |

**0545200857** **Scholastic Success With Numbers & Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.K.CC.7 | compare two numbers between 1 and 10 presented as written numerals. |
| CC.M.K.7 | Compare two numbers between 1 and 10 presented as written numerals. |
| M.PK.CC.NN.2 | Begins to identify number symbols one to ten. |
| M.PK.3 | Begin to identify and write some numerals. |
| M.K.CC.1 | count to 100 by ones and by tens. |
| M.K.CC.2 | count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| CC.M.K.1 | Count to 100 by ones and by tens. |
| CC.M.K.2 | Count forward beginning from a given number within the known sequence (instead of having to begin at 1). |
| MP6.1 | Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions. |

**0545200857** **Scholastic Success With Numbers & Concepts**

| Alignment ID | Alignment Text |
|---|---|
| MP7.1 | Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression |
| MHM7 | Look for and make use of structure. |
| MHM8 | Look for and express regularity in repeated reasoning. |
| M.PK.OA.CD.3 | Understand simple patterns. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects. |
| M.PK.11 | Duplicate, create, and extend simple patterns using concrete objects. |
| M.K.CC.6 | identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. |
| M.K.MD.2 | directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. |
| CC.M.K.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). |
| MD.M.K.15 | Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. |

**0545200857** **Scholastic Success With Numbers & Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.PK.CC.CO.1 | Identify whether the numbers of object in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects). |
| M.PK.6 | Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies). |
| MP2.1 | Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects. |
| M.K.CC.4.a | when counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. |
| M.K.CC.4.b | understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted, |
| M.K.CC.4.c | understand that each successive number name refers to a quantity that is one larger. |
| M.K.CC.5 | count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. |

**0545200857 Scholastic Success With Numbers & Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.K.OA.1 | represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations. |
| M.K.MD.3 | classify objects into given categories, count the numbers of objects in each category and sort the categories by count. |
| MHM2 | Reason abstractly and quantitatively. |
| CC.M.K.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. |
| CC.M.K.4.b | Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted. |
| CC.M.K.4.c | Understand that each successive number name refers to a quantity that is one larger. |
| CC.M.K.5 | Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. |
| OA.M.K.8 | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations. |
| MD.M.K.16 | Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.) |
| M.PK.CC.NN.1 | Count in sequence to 10 and beyond. |

**0545200857 Scholastic Success With Numbers & Concepts**

| Alignment ID | Alignment Text |
|---|---|
| M.PK.CC.CT.1 | Use one-to-one correspondence to count objects and match groups of objects. |
| M.PK.CC.CT.2 | Match quantity with number symbol. |
| M.PK.CC.CT.3 | Count to answer “how many?” questions up to 10 items. |
| M.PK.CC.CT.4 | Given a number up to 10, counts out that many objects |
| M.PK.1 | Count in sequence to 10 and beyond. |
| M.PK.4.a | Use one-to-one correspondence to count objects and match groups to objects. |
| M.PK.4.b | Match quantity with number symbols; given a number up to 10, counts out that many objects. |
| M.PK.5 | Count to answer, “how many?” questions up to 10 items. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200849** | **Scholastic Success With Reading Comprehension: Grade 1** |
| 1.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ELA.1.R.C1.2 | retell stories, including key details and demonstrate understanding of their central message or lesson in literary texts. |
| ELA.1.R.C1.5 | identify the main topic and retell key details of an informational text. |
| ELA.1.R.C3.3 | use the illustrations and details in a text to describe its key ideas in informational texts. |
| ELA.1.R.C3.4 | identify the reasons an author gives to support points in an informational text. |
| R.ELA.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson in literary texts. |
| R.ELA.1.5 | Identify the main topic and retell key details of an informational text. |
| R.ELA.1.15 | Use the illustrations and details in a text to describe its key ideas in informational texts. |
| R.ELA.1.16 | Identify the reasons an author gives to support points in an informational text. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.1.L.C17.2.a | sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| ELA.1.L.C17.2.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). |
| ELA.1.L.C17.2.c | identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| L.ELA.1.40.a | Sort words into categories (e.g., colors and clothing) to gain a sense of the concepts the categories represent. |
| L.ELA.1.40.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). |
| L.ELA.1.40.c | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| 4.10 | 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. |
| ELA.1.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELF.ELA.1.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 1.1 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.1.R.C2.1 | in literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| ELA.1.R.C4.1 | with prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts. |
| R.ELA.1.7 | In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| R.ELA.1.18 | With prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200830** | **Scholastic Success With Reading Comprehension: Grade 2** |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.2.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| L.ELA.2.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 1.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 3.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| ELA.2.R.C1.5 | identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. |
| ELA.2.R.C3.4 | describe how reasons support specific points the author makes in an informational text. |
| ELA.2.SL.C13.2 | recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| R.ELA.2.5 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.2.16 | Describe how reasons support specific points the author makes in an informational text. |
| SL.ELA.2.31 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| ELA.2.L.C17.2.a | identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| L.ELA.2.40.a | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| ELA.2.L.C16.1.a | compare formal and informal uses of English. |
| L.ELA.2.38.a | Compare formal and informal uses of English. |
| 4.10 | 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. |
| ELA.2.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELF.ELA.2.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 1.1 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| 1.10 | Read and comprehend complex literary and informational texts independently and proficiently. |
| ELA.2.R.C1.1 | ask and answer key ideas such questions as who, what, where, when, why and how to demonstrate understanding of key details in literary text. |
| ELA.2.R.C1.2 | recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral in literary text. |
| ELA.2.R.C1.3 | describe how characters in a story respond to major events and challenges in literary text. |
| ELA.2.R.C2.1 | describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem or song. |
| ELA.2.R.C2.2 | describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. |
| ELA.2.R.C2.3 | acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text. |
| ELA.2.R.C3.1 | use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting or plot. |
| ELA.2.R.C3.2 | compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text. |
| ELA.2.R.C4.1 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.2.1 | Ask and answer key ideas such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text. |
| R.ELA.2.2 | Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text. |
| R.ELA.2.3 | Describe how characters in a story respond to major events and challenges in literary text. |
| R.ELA.2.7 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) in literary text supply rhythm and meaning in a story, poem, or song. |
| R.ELA.2.8 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. |
| R.ELA.2.9 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text. |
| R.ELA.2.13 | Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot. |
| R.ELA.2.14 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text. |
| R.ELA.2.18 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity range 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** |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ELA.3.R.C1.2 | 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 literary text. |
| ELA.3.R.C1.5 | determine the main idea of an informational text; recount the key details and explain how they support the main idea. |
| R.ELA.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 literary text. |
| R.ELA.3.5 | Determine the main idea of an informational text; recount the key details and explain how they support the main idea. |
| 1.4 | 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. |
| 4.12 | 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. |
| ELA.3.L.C17.3 | acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night we went looking for them). |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.3.41 | Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night we went looking for them). |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| ELA.3.R.C1.3 | describe characters in a literary story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. |
| ELA.3.R.C1.6 | describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect. |
| R.ELA.3.3 | Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| R.ELA.3.6 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. |
| 4.10 | 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. |
| ELA.3.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.3.R.C2.4 | determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. |
| ELA.3.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.3.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| ELF.ELA.3.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.ELA.3.7 | Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. |
| R.ELA.3.10 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. |
| L.ELA.3.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.3.L.C17.2.b | identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| L.ELA.3.40.b | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| ELA.3.R.C3.4 | describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence). |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.3.16 | Describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect, or first/second/third in a sequence). |
| ELA.3.R.C2.2 | refer to parts of stories, dramas and poems when writing or speaking about a literary text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections. |
| ELA.3.R.C4.1 | 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. |
| ELA.3.R.C8.1.b | read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| ELF.ELA.3.I.b | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| R.ELA.3.8 | Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| R.ELA.3.18 | 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 range independently and proficiently. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200814** | **Scholastic Success With Reading Comprehension: Grade 4** |
| 3.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| ELA.4.SL.C13.3 | identify the reasons and evidence a speaker provides to support particular points. |
| SL.ELA.4.32 | Identify the reasons and evidence a speaker provides to support particular points. |
| 1.4 | 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. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.4.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including those that allude to significant characters found in mythology (e.g., herculean). |
| ELA.4.R.C2.4 | determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area. |
| ELA.4.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.4.L.C17.1.a | use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.L.C17.3 | 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). |
| ELF.ELA.4.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.ELA.4.7 | Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology (e.g., herculean). |
| R.ELA.4.10 | Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area. |
| L.ELA.4.39.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| L.ELA.4.41 | Acquire and accurately use 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, and stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| ELA.4.R.C2.5 | describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in an informational text or part of an informational text. |
| R.ELA.4.11 | Describe the overall structure (e.g., chronology, comparison, cause/effect, or problem/solution) of events, ideas, concepts, or information in all or part of an informational text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.R.C1.1 | refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.4.1 | Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ELA.4.R.C3.4 | explain how an author uses reasons and evidence to support particular points in an informational text. |
| R.ELA.4.16 | Explain how an author uses reasons and evidence to support particular points in an informational text. |
| ELA.4.W.C11.2 | 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. |
| W.ELA.4.27 | 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. |
| ELA.4.R.C1.4 | refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.4.4 | Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.4.R.C1.2 | determine a theme of a story, drama or poem from details in the literary text; summarize the text. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.R.C1.5 | determine the main idea of an informational text and explain how it is supported by key details; summarize the text. |
| R.ELA.4.2 | Determine a theme of a story, drama, or poem from details in the literary text; summarize the text. |
| R.ELA.4.5 | Determine the main idea of an informational text and explain how it is supported by key details; summarize the text. |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200806** | **Scholastic Success With Reading Comprehension: Grade 5** |
| 1.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ELA.5.R.C1.5 | determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. |
| ELA.5.R.C3.4 | explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). |
| R.ELA.5.5 | Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. |
| R.ELA.5.16 | Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s). |
| ELA.5.L.C16.1.b | compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems. |
| L.ELA.5.38.b | Compare and contrast the varieties of English (e.g., dialects and/or registers) used in stories, dramas, or poems. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 1.4 | 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. |

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

| Alignment ID | Alignment Text |
|---|---|
| 4.10 | 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. |
| 4.11 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.5.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |
| ELA.5.R.C2.4 | determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. |
| ELA.5.R.C8.1.c | use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.5.L.C17.1.a | use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| ELA.5.L.C17.3 | 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). |
| ELF.ELA.5.I.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.ELA.5.7 | Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.5.10 | Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area. |
| L.ELA.5.39.a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| L.ELA.5.41 | Acquire and accurately use 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, and in addition). |
| ELA.5.R.C1.1 | quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.5.1 | Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.5.R.C1.4 | quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| R.ELA.5.4 | Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. |
| ELA.5.R.C2.5 | compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more informational texts. |
| R.ELA.5.11 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more informational texts. |

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

| Alignment ID | Alignment Text |
| --- | --- |
| 1.6 | Assess how point of view or purpose shapes the content and style of a text. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200792** | **Scholastic Success With Writing: Grade 1** |
| ELA.1.L.C15.2.a | capitalize dates and names of people. |
| L.ELA.1.37.a | Capitalize dates and names of people. |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.1.L.C15.2.b | use end punctuation for sentences. |
| L.ELA.1.37.b | Use end punctuation for sentences. |
| 1.5 | 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. |
| ELA.1.R.C5.1.a | recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.1.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| ELF.ELA.1.V.a | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation). |
| L.ELA.1.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.1.SL.C14.3 | produce complete sentences when appropriate to task and situation. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.1.L.C15.1.j | produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. |
| SL.ELA.1.35 | Produce complete sentences when appropriate to task and situation. |
| L.ELA.1.36.i | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| ELA.1.L.C15.1.f | use frequently occurring adjectives. |
| ELA.1.L.C15.1.h | use determiners (e.g., articles, demonstratives). |
| ELA.1.L.C17.2.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. |
| L.ELA.1.36.e | Use frequently occurring adjectives. |
| L.ELA.1.36.g | Use determiners (e.g., articles and demonstratives). |
| L.ELA.1.40.d | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, and scowl) and adjectives differing in intensity (e.g., large and gigantic) by defining or choosing them or by acting out the meanings. |
| 1.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

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

| Alignment ID | Alignment Text |
|---|---|
| 2.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ELA.1.W.C9.3 | write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order and provide some sense of closure. |
| W.ELA.1.22 | Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure. |
| ELA.1.R.C3.5 | identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions or procedures). |
| R.ELA.1.17 | Identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| ELA.1.W.C9.1 | 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. |
| W.ELA.1.20 | Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200784** | **Scholastic Success With Writing: Grade 2** |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.2.SL.C14.3 | produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| SL.ELA.2.35 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 1.5 | 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. |
| ELA.2.L.C17.1.a | use sentence-level context as a clue to the meaning of a word or phrase. |
| L.ELA.2.39.a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| ELA.2.L.C15.1.e | use adjectives and adverbs, and choose between them depending on what is to be modified. |
| ELA.2.L.C17.3 | 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). |
| L.ELA.2.36.e | Use adjectives and adverbs and choose between them depending on what is to be modified. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.2.41 | Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy). |
| ELA.2.L.C15.1.f | produce, expand and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy). |
| L.ELA.2.36.f | Produce, expand, and rearrange complete simple and compound sentences (e.g., the boy watched the movies; the little boy watched the movie; the action movie was watched by the little boy). |
| ELA.2.L.C15.1.d | form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
| ELA.2.L.C17.2.b | distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| L.ELA.2.36.d | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, or told). |
| L.ELA.2.40.b | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, and hurl) and closely related adjectives (e.g., thin, slender, skinny, and scrawny). |
| ELA.2.R.C2.2 | describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. |
| R.ELA.2.8 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text. |
| ELA.2.R.C3.1 | use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting or plot. |

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

| Alignment ID | Alignment Text |
|---|---|
| R.ELA.2.13 | Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot. |
| 2.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ELA.2.W.C9.3 | write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure. |
| W.ELA.2.22 | Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200776** | **Scholastic Success With Writing: Grade 3** |
| ELA.3.SL.C14.3 | speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| SL.ELA.3.35 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| ELA.3.W.C9.3.a | establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.ELA.3.22.a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| ELA.3.L.C15.1.i | produce simple, compound and complex sentences. |
| L.ELA.3.36.i | Produce simple, compound, and complex sentences. |
| ELA.3.L.C15.1.a | explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. |
| ELA.3.L.C15.1.g | form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. |
| L.ELA.3.36.a | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.3.36.g | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| ELA.3.W.C9.3.b | use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. |
| W.ELA.3.22.b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.3.L.C15.2.c | use commas and quotation marks in dialogue. |
| L.ELA.3.37.c | Use commas and quotation marks in dialogue. |
| 2.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 2.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ELA.3.W.C9.2.b | develop the topic with facts, definitions and details. |
| W.ELA.3.21.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** |
| ELA.4.L.C15.2.a | use correct capitalization. |
| L.ELA.4.37.a | Use correct capitalization. |
| ELA.4.L.C15.2.c | use a comma before a coordinating conjunction in a compound sentence. |
| L.ELA.4.37.c | Use a comma before a coordinating conjunction in a compound sentence. |
| ELA.4.L.C15.1.f | produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| L.ELA.4.36.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| 4.7 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| ELA.4.W.C10.2 | with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. |
| W.ELA.4.24 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 4.) |
| 2.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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

| Alignment ID | Alignment Text |
|---|---|
| 2.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| ELA.4.W.C9.1.b | provide reasons that are supported by facts and details. |
| ELA.4.W.C9.1.c | link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| ELA.4.W.C9.1.d | provide a concluding statement or section related to the opinion presented. |
| W.ELA.4.20.b | Provide reasons that are supported by facts and details. |
| W.ELA.4.20.c | Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition). |
| W.ELA.4.20.d | Provide a concluding statement or section related to the opinion presented. |
| 2.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ELA.4.W.C9.2.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. |
| ELA.4.W.C9.2.b | develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. |
| ELA.4.W.C9.2.c | link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.W.C9.2.e | provide a concluding statement or section related to the information or explanation presented. |
| W.ELA.4.21.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. |
| W.ELA.4.21.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| W.ELA.4.21.c | Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). |
| W.ELA.4.21.e | Provide a concluding statement or section related to the information or explanation presented. |
| ELA.4.W.C9.1.a | introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. |
| W.ELA.4.20.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. |
| ELA.4.L.C15.1.d | order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L.ELA.4.36.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| 2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.4.L.C15.1.b | form and use the progressive (e.g., i was walking; i am walking; i will be walking) verb tenses. |
| ELA.4.L.C15.1.c | use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| ELA.4.L.C16.1.a | choose words and phrases to convey ideas precisely. |
| ELA.4.L.C16.1.b | choose punctuation for effect. |
| L.ELA.4.36.b | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| L.ELA.4.36.c | Use modal auxiliaries (e.g., can, may, or must) to convey various conditions. |
| L.ELA.4.38.a | Choose words and phrases to convey ideas precisely. |
| L.ELA.4.38.b | Choose punctuation for effect. |
| ELA.4.L.C17.2.a | explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| L.ELA.4.40.a | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| ELA.4.W.C9.3.a | orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| ELA.4.W.C9.3.b | use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| ELA.4.W.C9.3.d | use concrete words and phrases and sensory details to convey experiences and events precisely. |

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

| Alignment ID | Alignment Text |
|---|---|
| W.ELA.4.22.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.ELA.4.22.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| W.ELA.4.22.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| ELA.4.L.C15.2.b | use commas and quotation marks to mark direct speech and quotations from a text. |
| L.ELA.4.37.b | Use commas and quotation marks to mark direct speech and quotations from a text. |
| 1.1 | 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. |
| 2.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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

| Alignment ID | Alignment Text |
|---|---|
| **054520075X** | **Scholastic Success With Writing: Grade 5** |
| ELA.5.W.C9.3.a | orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.ELA.5.22.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| ELA.5.L.C15.2.a | use punctuation to separate items in a series. |
| ELA.5.L.C15.2.b | use a comma to separate an introductory element from the rest of the sentence. |
| ELA.5.L.C15.2.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?). |
| L.ELA.5.37.a | Use punctuation to separate items in a series. |
| L.ELA.5.37.b | Use a comma to separate an introductory element from the rest of the sentence. |
| L.ELA.5.37.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?). |
| ELA.5.L.C15.1.a | explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences. |
| L.ELA.5.36.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.W.C9.2.e | provide a concluding statement or section related to the information or explanation presented. |
| ELA.5.W.C9.3.e | provide a conclusion that follows from the narrated experiences or events. |
| W.ELA.5.21.e | Provide a concluding statement or section related to the information or explanation presented. |
| W.ELA.5.22.e | Provide a conclusion that follows from the narrated experiences or events. |
| 2.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 4.8 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| ELA.5.W.C9.2.d | use precise language and domain-specific vocabulary to inform about or explain the topic. |
| ELA.5.W.C9.3.d | use concrete words and phrases and sensory details to convey experiences and events precisely. |
| W.ELA.5.21.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.ELA.5.22.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| ELA.5.W.C9.1.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. |
| ELA.5.W.C9.1.b | provide logically ordered reasons that are supported by facts and details. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.W.C9.1.c | link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically). |
| ELA.5.W.C9.1.d | provide a concluding statement or section related to the opinion presented. |
| ELA.5.W.C9.2.b | develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. |
| W.ELA.5.20.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. |
| W.ELA.5.20.b | Provide logically ordered reasons that are supported by facts and details. |
| W.ELA.5.20.c | Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically). |
| W.ELA.5.20.d | Provide a concluding statement or section related to the opinion presented. |
| W.ELA.5.21.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| 2.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 2.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| ELA.5.W.C9.2.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. |

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

| Alignment ID | Alignment Text |
|---|---|
| ELA.5.W.C10.1 | produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. |
| W.ELA.5.21.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 aid comprehension. |
| W.ELA.5.23 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) |
| 2.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| ELA.5.W.C10.2 | with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. |
| W.ELA.5.24 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards up to and including grade 5.) |
| ELA.5.W.C9.3.b | use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. |
| W.ELA.5.22.b | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| ELA.5.L.C16.1.a | expand, combine and reduce sentences for meaning, reader/listener interest, and style. |

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

| Alignment ID | Alignment Text |
|---|---|
| L.ELA.5.38.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| ELA.5.R.C2.1 | determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |
| R.ELA.5.7 | Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes. |
| ELA.5.L.C17.2.a | interpret figurative language, including similes and metaphors, in context. |
| L.ELA.5.40.a | Interpret figurative language, including similes and metaphors, in context. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200741** | **Scholastic Success With Traditional Cursive: Grades 2–4** |
| ELF.ELA.2.III | Create readable documents with legible print or cursive as developmentally appropriate. |
| ELF.ELA.3.III | Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. |
| ELF.ELA.4.III | Write fluidly and legibly in cursive or joined italics. |

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

| Alignment ID | Alignment Text |
|---|---|
| **0545200733** | **Scholastic Success With Traditional Manuscript: Grades K–1** |
| ELA.K.L.C15.1.a | print many upper- and lowercase letters. |
| ELA.1.L.C15.1.a | print all upper- and lowercase letters. |
| ELF.ELA.K.III | Print upper- and lowercase letters. |
| ELF.ELA.1.III | Print all upper- and lowercase letters using proper letter formation and directionality. |

**0545201128** **Scholastic Success With Sight Words**

| Alignment ID | Alignment Text |
|---|---|
| **0545201128** | **Scholastic Success With Sight Words** |
| ELA.K.R.C7.1.c | read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
| ELA.K.R.C7.1.d | distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| ELF.ELA.K.II.c | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, or does). |
| ELF.ELA.K.II.d | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| ELA.PK.FR.PC.5 | Recognize words such as name, names of family and friends, and familiar environmental print. |
| 2.13 | Recognize words such as his/her name, names of family and friends, and familiar environmental print. |
| ELA.PK.II | Recognize their own name and words associated with environmental print. |