0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
PC.4	Can point to a word on a page in a book.
PA.1	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.
AS.1	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
EW.4	Copies, traces, or independently writes letters or words.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
K.G.I.6	Use simple shapes to compose squares, rectangles, and hexagons.
K.CC.A.1A	Count to 100 by ones and by tens.
K.CC.A.1B	Count backwards by ones from 20.
K.CC.B.5A	Answer the question "how many?" by counting up to 20 objects arranged in a line, a rectangular array, a circle, or as many as 10 objects in a scattered configuration.
K.CC.B.5B	Given a number from 1-20, count out that many objects.
K.OA.D.1	Model situations that involve representing addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.MD.F.2	Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter/longer, taller, lighter/heavier, warmer/cooler, and which holds more/less.
K.G.H.1	Describe objects in the environment using the 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.
K.G.I.4	Analyze and compare two- and three-dimensional shapes, using informal language to describe their similarities, differences, and attributes.
PC.2	Points to writing and asks what it says.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.MD.G.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
K.G.H.2	Correctly name shapes regardless of their orientations or overall size.
AS.2	Recognizes that letters have distinct sound(s) associated with them.
AS.4	Identifies letters and associates correct sounds with letters.
PC.4	Can point to a word on a page in a book.
AS.1	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
EW.4	Copies, traces, or independently writes letters or words.
PA.1	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
PA.1	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.
AS.3	Attends to the beginning letters and sounds in familiar words.
PC.1	Recognizes print in everyday life, such as numbers, letters, the child's name, words, and familiar logos and signs.
AS.5	Identifies name and familiar words (environmental print).
EL.8	Identifies real-life connections between words and their use.

Success With Workbooks State Standards

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
PC.4	Can point to a word on a page in a book.
PA.1	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.
AS.1	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
AS.2	Recognizes that letters have distinct sound(s) associated with them.
AS.3	Attends to the beginning letters and sounds in familiar words.
AS.4	Identifies letters and associates correct sounds with letters.

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
AS.1	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
PC.4	Can point to a word on a page in a book.
PA.1	Identifies and discriminates between words in language, between separate syllables, and between sounds and phonemes, such as attention to the beginning and ending sounds of words.
AS.2	Recognizes that letters have distinct sound(s) associated with them.
AS.3	Attends to the beginning letters and sounds in familiar words.
AS.4	Identifies letters and associates correct sounds with letters.

Success With Workbooks State Standards

0545200717   Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
1.NBT.E.1A	Count forward and backward, starting at any number less than 120.
1.NBT.E.1B	Read numerals.
1.NBT.E.1C	Write numerals.
1.NBT.E.1D	Represent a number of objects with a written numeral.
1.G.K.2	Use two-dimensional shapes (rectangles, squares, trapezoids, rhombuses, and triangles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders) to create a composite figure, and create new figures from the composite figure.
1.NBT.G.4A	Including adding a two-digit number and a one-digit number.
1.NBT.G.4B	Adding a two-digit number and a multiple of 10.
1.NBT.G.4C	Understand that in adding two-digit numbers, adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.G.4D	Relate the strategy to a written method and explain the reasoning used.
1.OA.A.2	Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, or equations.
1.MD.I.3B	Identify U.S. coins by value (pennies, nickels, dimes, quarters).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
1.MD.H.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.H.2	Use nonstandard units to show the length of an object as the number of same size units of length with no gaps or overlaps.
1.G.K.3A	Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.
1.G.K.3B	Describe the whole as two of, or four of the shares.
1.MD.I.3A	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**
2.NBT.D.2	Skip-count by 10s and 100s within 1000 starting at any given number.
2.NBT.D.1A	100 can be thought of as a bundle of ten tens-called a "hundred."
2.NBT.D.1B	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.D.4	Compare pairs of three-digit numbers based on meanings of the hundreds, tens, and ones digits, using the words "is greater than," "is equal to," "is less than," and with the symbols >, =, and < to record the results of comparisons.
2.NBT.E.5	Add and subtract within 100 using strategies based on place value, properties of addition, and/or the relationship between addition and subtraction.
2.NBT.E.9	Explain why addition and subtraction strategies work, using place value and the properties of addition.
2.G.J.1	Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
2.NBT.E.6	Add up to four two-digit numbers using strategies based on place value and/or properties of addition.
2.NBT.E.7A	Relate the strategy to a written method and explain the reasoning used.
2.NBT.E.7B	Understand that in adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens and tens, ones and ones.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.G.J.3A	Describing the shares using the words halves, thirds, half of, a third of, etc.
2.G.J.3C	Recognizing that equal shares of identical wholes need not have the same shape.
2.NBT.E.7C	Understand that sometimes it is necessary to compose or decompose tens or hundreds.
2.OA.C.3A	If the number of objects is even, then write an equation to express this as the sum of two equal addends.
2.OA.C.3B	If the number of objects group is odd, then write an equation to express this as a sum of a near double (double plus 1).
2.MD.H.7	Tell and write time from analog and digital clocks in five minute increments using a.m. and p.m.
2.MD.F.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.F.2	Measure the same object or distance using a standard unit of one length and then a standard unit of a different length. Explain how the two measurements relate to the size of the unit chosen.
2.MD.F.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.F.4	Measure in standard length units to determine how much longer one object is than another.
2.MD.I.10A	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

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

Alignment ID   Alignment Text

2.MD.I.10B   Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
NBT.E.B.1	Basic students round to the nearest 10;
NBT.E.P.1	Proficient students round to the nearest 100;
NBT.E.A.1	Advanced students round to the nearest 1,000;
3.OA.D.8B	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.NBT.E.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MD.H.A.1	Advanced students compare data from a picture graph or bar graph to solve multi-step problems;
3.MD.H.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled graphs.
MD.H.B.1	Basic students read data from a picture graph or bar graph;
MD.H.P.1	Proficient students interpret data from a picture graph or bar graph and solve problems;
OA.D.B.1	Basic students solve two-step word problems involving only addition and subtraction;
NBT.E.B.2	Basic students add/subtract within 100;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
OA.A.B.1	Basic students interpret products and quotients of whole numbers (2, 5, 10) using a pictorial representation;
OA.A.P.1	Proficient students interpret products and quotients of whole numbers in mathematical and real-world contexts;
OA.A.A.1	Advanced students write products and quotients in mathematical and real-world contexts;
OA.A.B.2	Basic students use multiplication within 100 to solve and represent word problems provided a pictorial representation;
OA.A.P.2	Proficient students use multiplication and division within 100 to solve and represent word problems provided a pictorial representation;
OA.A.A.2	Advanced students use multiplication and division within 100 to solve and represent word problems;
OA.A.B.3	Basic students determine the product or quotient in an equation given one of the factors to be 2, 5, or 10.
OA.A.P.3	Proficient students determine the unknown whole number in a multiplication or division equation given the other two facts.
OA.A.A.3	Advanced students interpret two or more equations each with an unknown number in a multiplication or division equation.
OA.C.B.1	Basic students multiply with factors of 2, 5, and 10 and divide with divisors of 2 or 5 within 50;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
OA.C.P.1	Proficient students fluently multiply two numbers with factors of 10 or less and divide two numbers with both the divisor and quotient being 10 or less;
OA.C.A.1	Advanced students fluently multiply two numbers within 100 with one factor greater than 10 and one factor less than 10 and divide two numbers within 100 with either a divisor or quotient greater than 10;
NBT.E.A.3	Advanced students multiply 2-digit whole numbers (less than 20) by multiples of 10.
NF.F.B.1	Basic students identify a fraction in the form of a/b given a and b;
NF.F.P.1	Proficient students understand a fraction 1/b as a quantity formed by one 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.F.A.1	Advanced students represent either a fractional model or a fraction as the sum of unit fractions;
NF.F.P.3	Proficient students identify equivalent fractions provided a model or point(s) on a number line
NF.F.A.3	Advanced students explain that two fractions are not equivalent because the fractions compare different wholes; determine if two fractions are equivalent;
NF.F.A.4	Advanced students understand that a/b is a whole number if a is a multiple of b when a does not equal b;
NF.F.B.5	Basic students compare, using words, two fractions with a common numerator or denominator provided a model of each fraction.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NF.F.P.5	Proficient students, given a model, compare two fractions with a common numerator or denominator using the symbols (<, >, or =).
MD.H.A.2	Advanced students create a line plot using a fraction scale.
3.NF.F.1	Understand a fraction 1/
3.NF.F.3A	Understand two fractions as equivalent if they are the same size, or the same point on a number line.
3.NF.F.3B	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.
3.NF.F.3C	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MD.G.B.1	Basic students identify the time from an analog/digital clock to the nearest five minutes;
3.MD.G.1	Use analog clocks to tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
3.MD.H.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Use the data to create a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.
3.G.K.2	Partition rectangles, regular polygons, and circles into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MD.I.B.1	Basic students recognize that a square labeled with 1 square unit can be used to measure area;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MD.I.P.1	Proficient students determine the area of a rectangle by counting unit squares in a tiled rectangle;
G.K.B.1	Basic students identify a rectangle or square as a quadrilateral.
3.G.K.1	Use attributes of quadrilaterals to classify rhombuses, rectangles, and squares. Understand 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**
NBT.D.B.1	Basic students recognize that a digit in the tens place is a multiple of 10;
NBT.D.P.1	Proficient students recognize that a digit in one place represents 10 times what the same digit represents in the place to the right;
NBT.D.A.1	Advanced students recognize that a digit in one place represents a multiple of 10 times what another digit represents in the place to the right and apply this relationship as an equation;
NBT.D.P.3	Proficient students compare two multi-digit whole numbers up to 1,000,000 based on the meaning of the digits in each place using <, >, and =;
NBT.D.A.3	Advanced students explain how to use the digits in multi-digit whole numbers to compare numbers up to 1,000,000;
NF.H.B.1	Basic students compare two decimals of the same place value using the symbols <, >, or =.
4.NBT.D.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.
4.NBT.D.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols.
NBT.D.B.4	Basic students round any multi-digit whole number up to 10,000 to any place.
NBT.D.P.4	Proficient students round any multi-digit whole number up to 1,000,000 to any place.

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

Alignment ID	Alignment Text
NBT.D.A.4	Advanced students explain how to use the digits in multi-digit whole numbers to round numbers up to 1,000,000.
4.NBT.D.3	Use place value understanding to round multi-digit whole numbers to any place.
OA.A.A.5	Advanced students assess the reasonableness of answers using estimation strategies.
4.OA.A.3B	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
OA.C.P.1	Proficient students generate a pattern involving an addition or a subtraction rule and predict a term in a number pattern.
OA.C.A.1	Advanced students generate a pattern involving multiplication and predict a term in a number pattern;
OA.A.B.3	Basic students solve one-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
OA.A.P.3	Proficient students solve two-step problems involving all four operations (+. -, x, and ÷) in both mathematical and real-world contexts;
OA.A.A.3	Advanced students solve three-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
NBT.E.B.1	Basic students add or subtract two or more numbers whose sum or difference is less than 1,000 using the standard algorithm;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NBT.E.P.1	Proficient students add or subtract two or more numbers whose sum or difference is less than 1,000,000 using the standard algorithm;
NBT.E.A.1	Advanced students add or subtract two or more numbers whose sum or difference is greater than 1,000,000 using the standard algorithm;
4.NBT.E.4	Add and subtract multi-digit whole numbers using place value strategies including the standard algorithm.
4.NBT.E.5A	Multiply a whole number of up to four digits by a one-digit whole number.
NBT.E.B.2	Basic students multiply a two-digit number by a one-digit number using strategies based on place value, properties of operations, or models;
NBT.E.P.2	Proficient students multiply up to a four-digit number by a one-digit number using strategies based on place value, properties of operations, or models;
NBT.E.A.2	Advanced students multiply a two-digit number by a two-digit number using strategies based on place value, properties of operations, or models;
4.NBT.E.5B	Multiply a pair of two-digit numbers.
4.NBT.E.5C	Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
OA.A.P.4	Proficient students determine the remainder when two whole numbers are divided.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NBT.E.B.3	Basic students determine the quotient of a two-digit dividend by a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NBT.E.P.3	Proficient students determine the quotient of a dividend with up to four digits and a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NBT.E.A.3	Advanced students determine the quotient of a dividend with up to four digits and a one-digit divisor with a remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
4.NBT.E.6	Use strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division to find quotients and remainders with up to four-digit dividends and one-digit divisors. Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
NF.G.B.1	Basic students interpret a fraction as a sum of unit fractions;
MD.J.B.1	Basic students identify a line plot that displays a set of data involving fractional measurements (1/2, 1/4, or 1/8).
4.NF.F.1	Explain why a fraction
4.NF.F.2C	Justify the conclusions by using a visual fraction model.
4.NF.G.3B	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions by using a visual fraction model.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.NF.G.4C	Solve real-world problems involving multiplication of a fraction by a whole number, using visual fraction models and equations to represent the problem.
4.MD.J.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NF.G.A.1	Advanced students use properties of operations and inverse operations to add or subtract two fractions with like denominators including mixed numbers;
4.NF.H.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.G.P.1	Proficient students add and subtract two fractions with like denominators (2, 3, 4, 5, 6, 8, 10, 12, or 100) including mixed numbers in both mathematical and real-world contexts;
NF.G.P.2	Proficient students represent addition and subtraction of fractions with like denominators by equations;
NF.G.A.2	Advanced students identify and represent addition and subtraction of fractions with like denominators in multiple ways;
NF.G.B.2	Basic students solve one-step problems involving addition or subtraction of fractions with like denominators in mathematical contexts;
NF.G.P.3	Proficient students solve one-step problems involving addition or subtraction of fractions with like denominators in real-world contexts;

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

Alignment ID	Alignment Text
NF.G.A.3	Advanced students solve two-step problems involving addition or subtraction of fractions with like denominators in mathematical or real-world contexts;
4.NF.G.3A	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.G.3D	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
MD.I.P.1	Proficient students express measurements within either the metric or customary systems in a larger unit in terms of a smaller unit;
MD.I.P.2	Proficient students solve one-step problems involving measurements requiring conversions using the four operations;
MD.I.A.1	Advanced students solve multi-step problems involving measurements requiring conversions using the four operations;
4.MD.I.1	Know relative sizes of measurement units within one system of units including, but not limited to, km, m, cm; kg, g; lb, oz.; l L, ml; hr, min, sec; ft, in., gal., qt. pt., c.. 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.
4.MD.I.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MD.I.B.3	Basic students solve for the area or perimeter of a rectangle given a drawing with all four measurements.
MD.I.P.3	Proficient students solve for the area or perimeter of a rectangle given its length and width in both mathematical and real-world contexts.
MD.I.A.2	Advanced students solve for the length or width a of a rectangle given its area or perimeter in both mathematical and real-world contexts.
4.MD.K.5A	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
4.MD.K.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
G.L.P.3	Proficient students identify line-symmetric figures and identify lines of symmetry.
MD.K.B.1	Basic students identify angles with a specified measure.
G.L.B.1	Basic students to classify/identify lines, angles, simple two-dimensional figures, and line-symmetric figures.
G.L.P.1	Proficient students identify lines, segments, rays, angles (right, acute, obtuse), perpendicular and parallel lines on a figure;
G.L.P.2	Proficient students use parallel lines, perpendicular lines, and angles (acute, obtuse, and right) to classify two-dimensional figures including right triangles;
G.L.A.1	Advanced students compare various two-dimensional figures.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.G.L.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.L.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.
4.G.L.3	Identify line-symmetric figures. Recognize and draw lines of symmetry for two-dimensional figures.

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
NBT.C.B.1	Basic students recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right;
5.NBT.D.6	Find whole-number quotients with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division, including the standard algorithm. Use appropriate models to Illustrate and explain the calculation, such as equations, rectangular arrays, and/or area models.
NBT.D.B.2	Basic students determine a whole number quotient of a dividend with up to three digits and a one-digit divisor involving whole numbers;
NBT.D.P.2	Proficient students determine a whole number quotient of a dividend with up to four digits and a two-digit divisor involving whole numbers, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division;
NF.E.B.2	Basic students solve one-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
NF.E.P.2	Proficient students solve multi-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
NF.F.B.2	Basic students multiply a fraction by a whole number;
NF.F.P.2	Proficient students multiply a fraction by a fraction;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NF.F.A.1	Advanced students explain how to multiply a fraction by a fraction and divide a unit fraction by a fraction;
NF.F.P.4	Proficient students solve real-world problems involving multiplication of fractions including mixed numbers;
NF.F.A.3	Advanced students solve multi-step real-world problems involving multiplication of fractions including mixed numbers;
5.NF.F.4A	Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.
5.NF.F.4C	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NF.F.5B	Explain why multiplying a given number by a number greater than 1 (improper fractions, mixed numbers, whole numbers) results in a product larger than the given number.
5.NF.F.5C	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.F.5D	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NF.F.6	Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.
NF.E.P.1	Proficient students add and subtract mixed numbers with unlike denominators that require regrouping by replacing the given fractions with equivalent fractions;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
5.NF.E.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.
NBT.C.P.1	Proficient students recognize that given two different digits in a multi-digit number, one digit can represent a multiple of 10 times the digit to its right, and a multiple of 1/10 the digit to its left;
NBT.C.A.1	Advanced students recognize that given two different digits in a multi-digit number, one digit can represent a multiple of 100 times the digit two places to its right, and a multiple of 1/100 times the digit two places to its left;
NBT.C.B.3	Basic students read and write decimal numbers to hundredths;
NBT.C.P.3	Proficient students read and write decimal numbers to thousandths;
NBT.C.A.3	Advanced students read and write decimal numbers past the thousandths place;
NBT.C.A.4	Advanced students use place value understanding to explain how to round decimals to any place.
5.NBT.C.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.
5.NBT.C.3A	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
5.NBT.C.4	Use place value understanding to round decimals to any place to a given place.

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Alignment ID	Alignment Text
NBT.C.B.4	Basic students compare two decimal numbers to hundredths using the symbols >, =, and < to record the results of comparisons;
NBT.C.P.4	Proficient students compare two decimal numbers to thousandths based on the meaning of the digits in each place using the symbols >, =, and < to record the results of comparisons;
5.NBT.C.3B	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols.
OA.B.A.1	Advanced students identify and explain features between the corresponding terms of two numerical patterns not explicitly given in the rule.
NBT.C.A.2	Advanced students 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;
G.K.A.1	Advanced students evaluate simple logical arguments to show that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
5.NF.F.5A	Estimate the size of the product based on the size of the two factors.
NBT.D.B.1	Basic students multiply a multi-digit whole number by a single-digit whole number using the standard algorithm;
NBT.D.P.1	Proficient students multiply a multi-digit whole number by a two-digit whole number using the standard algorithm;
NBT.D.A.1	Advanced students multiply multi-digit whole numbers by whole numbers with three or more digits using the standard algorithm;

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Alignment ID	Alignment Text
NF.F.A.2	Advanced students predict the result of multiplying a whole number by a fraction less than one, by a fraction equal to one, or by a fraction greater than one and predict the sizes of the factors based on the product without performing the indicated multiplication;
NF.F.B.4	Basic students solve real-world problems by multiplying a whole number by a fraction;
5.NBT.C.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.
5.NBT.D.5	Multiply multi-digit whole numbers using place value strategies including the standard algorithm.
5.NF.F.4B	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product.
NBT.D.B.3	Basic students add and subtract decimals to the hundredths using concrete models.
NBT.D.P.3	Proficient students use the four operations with decimals to the hundredths using concrete models.
NBT.D.A.3	Advanced students use the four operations with decimals to the hundredths using concrete models and justifying why a method is appropriate.
5.NBT.D.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.
MD.I.P.1	Proficient students determine volumes by counting improvised units;

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Alignment ID	Alignment Text
MD.I.A.1	Advanced students use the associative property of multiplication to represent threefold whole number products as volumes;
MD.I.P.4	Proficient students add two volumes to solve real-world problems.
5.MD.I.3	Recognize volume as an attribute of three-dimensional figures and understand concepts of volume measurement such as "unit cube" and a volume of
MD.G.B.1	Basic students convert among different-sized standard measurement units within a given measurement system, given the conversion equivalence and solve one-step mathematical problems requiring one conversion.
MD.G.P.1	Proficient students convert units within a given measurement system requiring one conversion and solve two-step problems in both mathematical and real-world contexts involving these conversions.
MD.G.A.1	Advanced students convert among different-sized standard measurement units within a given measurement system requiring multiple conversions and solve real-world problems with three or more steps involving these conversions.
5.MD.G.1	Solve multi-step real world problems by converting among different-sized standard measurement units within a given measurement system.
NBT.D.A.2	Advanced students explain the division of whole numbers up to four-digit dividends and two-digit divisors by using equations, rectangular arrays, and/or area models;
NF.F.B.3	Basic students solve for the area of a rectangle with sides represented by a whole number and a fraction by multiplying;

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Alignment ID	Alignment Text
NF.F.P.3	Proficient students solve for the area of a rectangle with fractional side lengths by multiplying and show that tiling a rectangle with unit squares to find the area is the same as multiplying the side lengths of the rectangle;
OA.B.B.1	Basic students graph the ordered pairs on the coordinate plane given the ordered pairs of a numeric pattern.
G.J.B.1	Basic students name the components of a coordinate system;
G.J.P.1	Proficient students describe the components of a coordinate system and understand the use of a coordinate system (1st Quadrant only);
G.J.A.1	Advanced students name, use, and describe the components of a coordinate system (1st Quadrant only);
G.J.B.2	Basic students locate a point in the first quadrant using an ordered pair.
G.J.P.2	Proficient students represent both mathematical and real-world contexts by graphing points in the first quadrant of the coordinate plane.
G.J.A.2	Advanced students interpret coordinate values of points in the context of the situation.
5.OA.B.3B	Graph the ordered pairs on a coordinate plane.
5.G.J.1B	Any point on the coordinate plane can be represented by its coordinates.
5.G.J.1C	The first number in an ordered pair is the

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Alignment ID	Alignment Text
5.G.J.1D	The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.
5.G.J.2	Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.

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Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
NBT.E.B.1	Basic students round to the nearest 10;
NBT.E.P.1	Proficient students round to the nearest 100;
NBT.E.A.1	Advanced students round to the nearest 1,000;
NF.F.B.1	Basic students identify a fraction in the form of a/b given a and b;
NF.F.P.1	Proficient students understand a fraction 1/b as a quantity formed by one 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.F.B.2	Basic students identify and represent fractions with denominators of 2 or 4 on a number line;
NF.F.P.2	Proficient students identify and represent fractions with denominators of 3, 6, or 8 on a number line;
NF.F.P.3	Proficient students identify equivalent fractions provided a model or point(s) on a number line
NF.F.A.3	Advanced students explain that two fractions are not equivalent because the fractions compare different wholes; determine if two fractions are equivalent;
NF.F.A.4	Advanced students understand that a/b is a whole number if a is a multiple of b when a does not equal b;
NF.F.B.5	Basic students compare, using words, two fractions with a common numerator or denominator provided a model of each fraction.

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Alignment ID	Alignment Text
NF.F.P.5	Proficient students, given a model, compare two fractions with a common numerator or denominator using the symbols (<, >, or =).
NF.F.A.5	Advanced students justify the comparison of two fractions with common numerators or denominators.
MD.H.A.2	Advanced students create a line plot using a fraction scale.
3.NBT.E.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NF.F.1	Understand a fraction 1/
3.NF.F.3B	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.
3.NF.F.3C	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.F.3D	Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.
MD.G.B.1	Basic students identify the time from an analog/digital clock to the nearest five minutes;
MD.G.P.2	Proficient students estimate and solve one-step problems involving liquid volumes and masses using the four operations.
MD.G.A.2	Advanced students solve one-step problems involving liquid measures and masses using the four operations requiring reading a measurement off of a scaled measurement tool.

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Alignment ID	Alignment Text
MD.H.B.1	Basic students read data from a picture graph or bar graph;
MD.H.P.1	Proficient students interpret data from a picture graph or bar graph and solve problems;
MD.H.A.1	Advanced students compare data from a picture graph or bar graph to solve multi-step problems;
MD.I.B.1	Basic students recognize that a square labeled with 1 square unit can be used to measure area;
MD.I.P.1	Proficient students determine the area of a rectangle by counting unit squares in a tiled rectangle;
MD.I.A.1	Advanced students solve for the side of a rectangle by dividing the area by the other side; use area models to show that $a(b+c)= (a \times b)+(a \times c)$;
MD.J.A.1	Advanced students compare the perimeters and areas of rectangles.
G.K.B.1	Basic students identify a rectangle or square as a quadrilateral.
3.MD.G.1	Use analog clocks to tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
3.MD.G.2	Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (L). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. (Excludes multiplicative comparison problems involving notions of "times as much.")

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Alignment ID	Alignment Text
3.MD.H.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled graphs.
3.MD.I.5	Understand area as an attribute of plane figures and understand concepts of area measurement, such as square units without gaps or overlaps.
3.MD.I.6	Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).
3.MD.I.7A	Find the area of a rectangle with whole-number side lengths (dimensions) by multiplying them. Show that this area is the same as when counting unit squares.
3.MD.J.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 area or with the same area and different perimeter.
3.G.K.1	Use attributes of quadrilaterals to classify rhombuses, rectangles, and squares. Understand 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.
3.G.K.2	Partition rectangles, regular polygons, and circles into parts with equal areas. Express the area of each part as a unit fraction of the whole.
OA.A.B.1	Basic students interpret products and quotients of whole numbers (2, 5, 10) using a pictorial representation;

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Alignment ID	Alignment Text
OA.A.P.1	Proficient students interpret products and quotients of whole numbers in mathematical and real-world contexts;
OA.A.A.1	Advanced students write products and quotients in mathematical and real-world contexts;
OA.A.B.2	Basic students use multiplication within 100 to solve and represent word problems provided a pictorial representation;
OA.A.P.2	Proficient students use multiplication and division within 100 to solve and represent word problems provided a pictorial representation;
OA.A.A.2	Advanced students use multiplication and division within 100 to solve and represent word problems;
OA.A.B.3	Basic students determine the product or quotient in an equation given one of the factors to be 2, 5, or 10.
OA.A.P.3	Proficient students determine the unknown whole number in a multiplication or division equation given the other two facts.
OA.A.A.3	Advanced students interpret two or more equations each with an unknown number in a multiplication or division equation.
OA.C.B.1	Basic students multiply with factors of 2, 5, and 10 and divide with divisors of 2 or 5 within 50;
OA.C.P.1	Proficient students fluently multiply two numbers with factors of 10 or less and divide two numbers with both the divisor and quotient being 10 or less;

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Alignment ID	Alignment Text
OA.C.A.1	Advanced students fluently multiply two numbers within 100 with one factor greater than 10 and one factor less than 10 and divide two numbers within 100 with either a divisor or quotient greater than 10;
OA.D.B.1	Basic students solve two-step word problems involving only addition and subtraction;
NBT.E.B.2	Basic students add/subtract within 100;
NBT.E.A.3	Advanced students multiply 2-digit whole numbers (less than 20) by multiples of 10.
NF.F.A.1	Advanced students represent either a fractional model or a fraction as the sum of unit fractions;
3.OA.A.1	Represent the concept of multiplication of whole numbers using models including, but not limited to, equal-sized groups ("groups of"), arrays, area models, repeated addition, and equal "jumps" on a number line.
3.OA.A.2	Represent the concept of division of whole numbers (resulting in whole number quotients) using models including, but not limited to, partitioning, repeated subtraction, sharing, and inverse of multiplication.
3.OA.A.3	Solve multiplication and division word problems within 100 using appropriate modeling strategies and equations.

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Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
OA.A.A.5	Advanced students assess the reasonableness of answers using estimation strategies.
OA.B.B.1	Basic students recognize that a whole number is a multiple of each of its factors;
OA.B.B.2	Basic students determine one factor pair for a whole number in the range of 1-100.
OA.B.P.2	Proficient students determine all factor pairs for a whole number in the range of 1-100.
OA.C.P.1	Proficient students generate a pattern involving an addition or a subtraction rule and predict a term in a number pattern.
OA.C.A.1	Advanced students generate a pattern involving multiplication and predict a term in a number pattern;
NBT.D.B.4	Basic students round any multi-digit whole number up to 10,000 to any place.
NBT.D.P.4	Proficient students round any multi-digit whole number up to 1,000,000 to any place.
NBT.D.A.4	Advanced students explain how to use the digits in multi-digit whole numbers to round numbers up to 1,000,000.
NF.F.B.2	Basic students compare two fractions with different numerators or different denominators by using simple fractions such as 1/2.
NF.F.P.2	Proficient students compare two fractions with different numerators and denominators using the symbols <, >, or =.

Success With Workbooks State Standards

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Alignment ID	Alignment Text
NF.F.A.2	Advanced students justify how and when valid fractional comparisons can be made.
4.OA.A.3B	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.B.4A	Find all factor pairs for a whole number in the range 1-100.
4.OA.B.4B	Recognize that a whole number is a multiple of each of its factors.
4.NBT.D.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols.
4.NBT.D.3	Use place value understanding to round multi-digit whole numbers to any place.
4.NF.F.2A	Recognize that comparisons are valid only when the two fractions refer to the same whole.
4.NF.F.2B	Record the results of comparisons with symbols >, =, or <.
4.NF.F.2C	Justify the conclusions by using a visual fraction model.
MD.I.P.1	Proficient students express measurements within either the metric or customary systems in a larger unit in terms of a smaller unit;
MD.I.P.2	Proficient students solve one-step problems involving measurements requiring conversions using the four operations;

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Alignment ID	Alignment Text
MD.I.A.1	Advanced students solve multi-step problems involving measurements requiring conversions using the four operations;
MD.I.B.3	Basic students solve for the area or perimeter of a rectangle given a drawing with all four measurements.
MD.I.P.3	Proficient students solve for the area or perimeter of a rectangle given its length and width in both mathematical and real-world contexts.
MD.I.A.2	Advanced students solve for the length or width a of a rectangle given its area or perimeter in both mathematical and real-world contexts.
MD.K.B.1	Basic students identify angles with a specified measure.
G.L.B.1	Basic students to classify/identify lines, angles, simple two-dimensional figures, and line-symmetric figures.
G.L.P.1	Proficient students identify lines, segments, rays, angles (right, acute, obtuse), perpendicular and parallel lines on a figure;
G.L.P.2	Proficient students use parallel lines, perpendicular lines, and angles (acute, obtuse, and right) to classify two-dimensional figures including right triangles;
G.L.A.1	Advanced students compare various two-dimensional figures.
G.L.P.3	Proficient students identify line-symmetric figures and identify lines of symmetry.

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Alignment ID	Alignment Text
4.MD.I.1	Know relative sizes of measurement units within one system of units including, but not limited to, km, m, cm; kg, g; lb, oz.; l L, ml; hr, min, sec; ft, in., gal., qt. pt., c.. 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.
4.G.L.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.L.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.
4.G.L.3	Identify line-symmetric figures. Recognize and draw lines of symmetry for two-dimensional figures.
OA.A.A.4	Advanced students interpret the meaning of a remainder when two whole numbers are divided;
OA.A.B.3	Basic students solve one-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
OA.A.P.3	Proficient students solve two-step problems involving all four operations (+. -, x, and ÷) in both mathematical and real-world contexts;
OA.A.A.3	Advanced students solve three-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
OA.A.P.4	Proficient students determine the remainder when two whole numbers are divided.

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Alignment ID	Alignment Text
NBT.E.B.1	Basic students add or subtract two or more numbers whose sum or difference is less than 1,000 using the standard algorithm;
NBT.E.P.1	Proficient students add or subtract two or more numbers whose sum or difference is less than 1,000,000 using the standard algorithm;
NBT.E.A.1	Advanced students add or subtract two or more numbers whose sum or difference is greater than 1,000,000 using the standard algorithm;
NBT.E.B.2	Basic students multiply a two-digit number by a one-digit number using strategies based on place value, properties of operations, or models;
NBT.E.P.2	Proficient students multiply up to a four-digit number by a one-digit number using strategies based on place value, properties of operations, or models;
NBT.E.A.2	Advanced students multiply a two-digit number by a two-digit number using strategies based on place value, properties of operations, or models;
NBT.E.B.3	Basic students determine the quotient of a two-digit dividend by a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NBT.E.P.3	Proficient students determine the quotient of a dividend with up to four digits and a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.

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Alignment ID	Alignment Text
NBT.E.A.3	Advanced students determine the quotient of a dividend with up to four digits and a one-digit divisor with a remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NF.G.B.1	Basic students interpret a fraction as a sum of unit fractions;
NF.G.P.1	Proficient students add and subtract two fractions with like denominators (2, 3, 4, 5, 6, 8, 10, 12, or 100) including mixed numbers in both mathematical and real-world contexts;
NF.G.A.1	Advanced students use properties of operations and inverse operations to add or subtract two fractions with like denominators including mixed numbers;
NF.G.P.2	Proficient students represent addition and subtraction of fractions with like denominators by equations;
NF.G.A.2	Advanced students identify and represent addition and subtraction of fractions with like denominators in multiple ways;
NF.G.B.2	Basic students solve one-step problems involving addition or subtraction of fractions with like denominators in mathematical contexts;
NF.G.P.3	Proficient students solve one-step problems involving addition or subtraction of fractions with like denominators in real-world contexts;
NF.G.A.3	Advanced students solve two-step problems involving addition or subtraction of fractions with like denominators in mathematical or real-world contexts;

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Alignment ID	Alignment Text
MD.J.P.1	Proficient students solve problems involving addition and subtraction of fractions (1/2, 1/4, or 1/8) based on data in a line plot.
MD.J.A.1	Advanced students gather measurement data, plot this data on a line plot, and solve problems involving addition and subtraction of fractions.
4.NBT.E.5B	Multiply a pair of two-digit numbers.
4.NBT.E.5C	Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
4.NBT.E.6	Use strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division to find quotients and remainders with up to four-digit dividends and one-digit divisors. Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
4.NF.G.3A	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.G.3D	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.NF.H.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.

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Alignment ID	Alignment Text
4.MD.I.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.J.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

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Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
OA.B.A.1	Advanced students identify and explain features between the corresponding terms of two numerical patterns not explicitly given in the rule.
NBT.C.B.2	Basic students continue a pattern of a number multiplied by a power of 10;
NBT.C.B.3	Basic students read and write decimal numbers to hundredths;
NBT.C.P.3	Proficient students read and write decimal numbers to thousandths;
NBT.C.A.3	Advanced students read and write decimal numbers past the thousandths place;
NBT.C.B.4	Basic students compare two decimal numbers to hundredths using the symbols >, =, and < to record the results of comparisons;
NBT.C.P.4	Proficient students compare two decimal numbers to thousandths based on the meaning of the digits in each place using the symbols >, =, and < to record the results of comparisons;
NBT.C.B.5	Basic students round decimals to the nearest tenth.
NBT.C.P.5	Proficient students round decimals to any place.
NBT.C.A.4	Advanced students use place value understanding to explain how to round decimals to any place.
5.NBT.C.3A	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

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Alignment ID	Alignment Text
5.NBT.C.3B	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols.
5.NBT.C.4	Use place value understanding to round decimals to any place to a given place.
NBT.D.A.2	Advanced students explain the division of whole numbers up to four-digit dividends and two-digit divisors by using equations, rectangular arrays, and/or area models;
NF.F.B.3	Basic students solve for the area of a rectangle with sides represented by a whole number and a fraction by multiplying;
MD.G.B.1	Basic students convert among different-sized standard measurement units within a given measurement system, given the conversion equivalence and solve one-step mathematical problems requiring one conversion.
MD.G.P.1	Proficient students convert units within a given measurement system requiring one conversion and solve two-step problems in both mathematical and real-world contexts involving these conversions.
MD.G.A.1	Advanced students convert among different-sized standard measurement units within a given measurement system requiring multiple conversions and solve real-world problems with three or more steps involving these conversions.
MD.I.P.1	Proficient students determine volumes by counting improvised units;
MD.I.P.4	Proficient students add two volumes to solve real-world problems.
G.K.B.1	Basic students classify two-dimensional figures into basic subcategories.

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Alignment ID	Alignment Text
G.K.P.1	Proficient students classify two-dimensional figures in a hierarchy based on properties.
5.MD.G.1	Solve multi-step real world problems by converting among different-sized standard measurement units within a given measurement system.
5.MD.I.3	Recognize volume as an attribute of three-dimensional figures and understand concepts of volume measurement such as "unit cube" and a volume of
5.MD.I.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
5.G.K.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
5.G.K.4	Classify polygons in a hierarchy based on properties.
G.K.A.1	Advanced students evaluate simple logical arguments to show that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
OA.B.B.1	Basic students graph the ordered pairs on the coordinate plane given the ordered pairs of a numeric pattern.
NBT.C.A.2	Advanced students 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;
NBT.D.B.1	Basic students multiply a multi-digit whole number by a single-digit whole number using the standard algorithm;

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Alignment ID	Alignment Text
NBT.D.P.1	Proficient students multiply a multi-digit whole number by a two-digit whole number using the standard algorithm;
NBT.D.A.1	Advanced students multiply multi-digit whole numbers by whole numbers with three or more digits using the standard algorithm;
NBT.D.B.2	Basic students determine a whole number quotient of a dividend with up to three digits and a one-digit divisor involving whole numbers;
NBT.D.B.3	Basic students add and subtract decimals to the hundredths using concrete models.
NBT.D.P.3	Proficient students use the four operations with decimals to the hundredths using concrete models.
NBT.D.A.3	Advanced students use the four operations with decimals to the hundredths using concrete models and justifying why a method is appropriate.
NF.E.B.1	Basic students add and subtract proper fractions with unlike denominators;
NF.E.P.1	Proficient students add and subtract mixed numbers with unlike denominators that require regrouping by replacing the given fractions with equivalent fractions;
NF.E.B.2	Basic students solve one-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
NF.E.P.2	Proficient students solve multi-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

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Alignment ID	Alignment Text
NF.F.B.2	Basic students multiply a fraction by a whole number;
NF.F.P.2	Proficient students multiply a fraction by a fraction;
NF.F.A.1	Advanced students explain how to multiply a fraction by a fraction and divide a unit fraction by a fraction;
NF.F.P.3	Proficient students solve for the area of a rectangle with fractional side lengths by multiplying and show that tiling a rectangle with unit squares to find the area is the same as multiplying the side lengths of the rectangle;
NF.F.A.2	Advanced students predict the result of multiplying a whole number by a fraction less than one, by a fraction equal to one, or by a fraction greater than one and predict the sizes of the factors based on the product without performing the indicated multiplication;
NF.F.B.4	Basic students solve real-world problems by multiplying a whole number by a fraction;
NF.F.P.4	Proficient students solve real-world problems involving multiplication of fractions including mixed numbers;
NF.F.A.3	Advanced students solve multi-step real-world problems involving multiplication of fractions including mixed numbers;
MD.I.A.1	Advanced students use the associative property of multiplication to represent threefold whole number products as volumes;
G.J.B.1	Basic students name the components of a coordinate system;

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Alignment ID	Alignment Text
G.J.P.1	Proficient students describe the components of a coordinate system and understand the use of a coordinate system (1st Quadrant only);
G.J.A.1	Advanced students name, use, and describe the components of a coordinate system (1st Quadrant only);
G.J.B.2	Basic students locate a point in the first quadrant using an ordered pair.
G.J.P.2	Proficient students represent both mathematical and real-world contexts by graphing points in the first quadrant of the coordinate plane.
G.J.A.2	Advanced students interpret coordinate values of points in the context of the situation.
5.OA.B.3B	Graph the ordered pairs on a coordinate plane.
5.NBT.C.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.
5.NBT.D.5	Multiply multi-digit whole numbers using place value strategies including the standard algorithm.
5.NBT.D.6	Find whole-number quotients with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division, including the standard algorithm. Use appropriate models to Illustrate and explain the calculation, such as equations, rectangular arrays, and/or area models.

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Alignment ID	Alignment Text
5.NBT.D.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.
5.NF.E.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.
5.NF.E.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.NF.F.4A	Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.
5.NF.F.4B	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product.
5.NF.F.4C	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NF.F.5A	Estimate the size of the product based on the size of the two factors.
5.NF.F.5B	Explain why multiplying a given number by a number greater than 1 (improper fractions, mixed numbers, whole numbers) results in a product larger than the given number.
5.NF.F.5C	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

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Alignment ID	Alignment Text
5.NF.F.5D	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NF.F.6	Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.
5.G.J.1B	Any point on the coordinate plane can be represented by its coordinates.
5.G.J.1C	The first number in an ordered pair is the
5.G.J.1D	The second number in an ordered pair is the y-coordinate and represents the vertical distance from the origin.
5.G.J.2	Plot and interpret points in the first quadrant of the coordinate plane to represent real-world and mathematical situations.

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
NS.C.B.3	Basic students determine the greatest common factor of two whole numbers less than or equal to 20 and the least common multiple of two prime numbers less than or equal to 12.
NS.C.A.2	Advanced students use the distributive property to express a sum of two whole numbers between 1 and 100 with a common factor times the sum of two whole numbers with no common factor.
NS.D.B.1	Basic students represent one integer on a horizontal number line;
NS.D.P.4	Proficient students compare two or more rational numbers;
EE.E.A.1	Advanced students write and evaluate numerical multi-step expressions involving the distributive property and whole number exponents;
6.NS.C.4C	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.
RP.A.B.6	Basic students use ratio reasoning to convert measurement units within the same system.
RP.A.P.6	Proficient students use ratio reasoning to convert measurement units and to transform units appropriately when multiplying or dividing quantities.
RP.A.A.5	Advanced students use ratio reasoning to convert measurement units and transform units appropriately when multiplying and dividing in a real-world context.
G.H.P.4	Proficient students represent three-dimensional figures using nets made up of rectangles and triangles and use nets to find the surface area of three-dimensional figures.

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

Alignment ID	Alignment Text
G.H.A.4	Advanced students use nets to find the surface area of three-dimensional figures in both mathematical and real-world contexts.
6.G.H.1	Find 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.A.B.5	Basic students solve for a percent of a quantity given the whole of 10 or 100;
RP.A.P.5	Proficient students solve, in a mathematical context, for a percent of a quantity as a rate per 100 and to solve problems that involve finding the whole, given the part and the percent;
RP.A.A.4	Advanced students solve, in a real-world context, for a percent of a quantity as a rate per 100 and to solve problems that involve finding the whole, given the part and the percent;
NS.C.B.1	Basic students divide three-digit or four-digit dividends by two-digit divisors using the standard algorithm;
NS.C.B.2	Basic students add, subtract, multiply, or divide decimals to tenths using the standard algorithms;
NS.C.P.2	Proficient students add, subtract, multiply, or divide decimals to hundredths using the standard algorithms;
NS.C.A.1	Advanced students add, subtract, multiply, or divide decimals to thousandths using the standard algorithms for each operation;
NS.D.B.2	Basic students graph ordered pairs of integers in the first quadrant of a coordinate plane;

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

Alignment ID	Alignment Text
NS.D.P.3	Proficient students graph ordered pairs of integers in all four quadrants of a coordinate plane;
NS.D.A.1	Advanced students identify the quadrant a point lies in given descriptions of its coordinates with real-world context;
NS.D.P.6	Proficient students solve problems in both mathematical and real-world contexts by graphing points in all four quadrants of the coordinate plane;
NS.D.B.4	Basic students use coordinates to find distances between points with the same first coordinate or the same second coordinate in the first quadrant.
NS.D.P.7	Proficient students use coordinates to find distances between points with the same first coordinate or the same second coordinate in all four quadrants.
NS.D.A.4	Advanced students use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate in all four quadrants.
EE.F.B.3	Basic students solve both mathematical and real-world contexts by solving equations of the form $x + p = q$ or $x - p = q$ for cases in which p, q and x are all whole numbers;
SP.I.B.1	Basic students understand that the mean and the median are measures of center.
SP.I.P.3	Proficient students understand that the mean and the median are measures of center, and the mean absolute deviation and the interquartile range are measures of variation for a numerical data set.
SP.J.A.1	Advanced students use measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) for a numerical data set to describe the distribution of the data without calculating the measures;

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

Alignment ID	Alignment Text
SP.J.P.3	Proficient students calculate measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) for a numerical data set.
6.NS.C.2	Divide multi-digit numbers using efficient and generalizable procedures including, but not limited to the standard algorithm.
6.NS.C.3	Add, subtract, multiply, and divide manageable multi-digit decimals using efficient and generalizable procedures including, but not limited to the standard algorithm for each operation.
6.NS.D.6B	Understand that signs of numbers in ordered pairs indicate 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.
6.NS.D.6C	Find and position rational numbers on a horizontal or vertical number line diagram; find and position pairs of rational numbers on a coordinate plane.
6.NS.D.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Find distances between points with the same first coordinate or the same second coordinate; relate absolute value and distance.
6.G.H.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.
6.SP.J.5C	Find quantitative measures of center (median, mode and mean) and variability (range and interquartile range). Describe any overall pattern (including outliers, clusters, and distribution), with reference to the context in which the data was gathered.

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
RL.1.1.B.1	The basic student demonstrates understanding of the text by referring inconsistently to the text to ask and answer questions.
RL.1.1.P.1	The proficient student demonstrates understanding of the text by referring explicitly to the text to ask and answer questions.
RL.1.1.A.1	The advanced student demonstrates understanding of the text by referring explicitly and implicitly to the text to ask and answer complex questions about the text.
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RI.1.1.B.1	The basic student identifies the stated main idea of a text and how text-based details and examples support that main idea when asking and answering simple questions about the text.
RI.1.1.P.1	The proficient student determines the main idea of a text and how text-based details and examples support that main idea when asking and answering questions about the text.
RI.1.1.A.1	The advanced student analyzes the stated and implied main idea of a text and how text-based details and examples support that main idea when asking and answering complex questions about the text.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RI.1.2.B.1	The basic student uses simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RI.1.2.P.1	The proficient student uses details and language pertaining to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RI.1.2.A.1	The advanced student uses specific details and language pertaining to time, sequence, and cause/effect to describe the stated, implied, or complex relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RI.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases.
RI.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases.
RI.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including general academic and domain-specific words and phrases.
RI.2.2.B.1	The basic student uses simple text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks).
RI.2.2.P.1	The proficient student efficiently uses text features and search tools to locate information within the text relevant to a given topic (e.g., key words, hyperlinks).

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Alignment ID	Alignment Text
RI.2.2.A.1	The advanced student uses increasingly complex text features and search tools to locate understated information within the text relevant to a given topic (e.g., key words, hyperlinks).
RI.2.3.B.1	The basic student inconsistently distinguishes his/her own point of view from that of the author of a text. RI 3.6
RI.2.3.P.1	The proficient student distinguishes his/her own point of view from that of the author of a text.
RI.2.3.A.1	The advanced student analyzes the distinction between his/her own point of view and that of the author of a text.
IK.1.B.1	The basic student identifies aspects of illustrations that contribute to what is conveyed by the text.
IK.1.P.1	The proficient student describes how aspects of illustrations contribute to what is conveyed by the text.
IK.1.A.1	The advanced student analyzes how aspects of illustrations contribute to what is conveyed by the text.
IK.1.B.2	The basic student uses simple/basic information from illustrations, along with the words in a text, to demonstrate understanding.
IK.1.P.2	The proficient student uses information from illustrations, along with the words in a text, to demonstrate understanding.
IK.1.A.2	The advanced student analyzes information from illustrations, along with the words in a text, to demonstrate understanding.

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

Alignment ID	Alignment Text
IK.2.B.1	The basic student compares important points and details directly stated within and across multiple texts on the same topic and describes simple, logical connections between sentences and paragraphs in a text.
IK.2.P.1	The proficient student compares important points and details presented within and across multiple texts on the same topic and describes logical connections between sentences and paragraphs in a text.
IK.2.A.1	The advanced student compares important points and details presented within and across multiple texts on the same topic and describes complex or subtle, logical connections between sentences and paragraphs in a text.
L.1.B.1	The basic student demonstrates limited use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings.
L.1.P.1	The proficient student demonstrates use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown words, phrases, and words with multiple meanings.
L.1.A.1	The advanced student demonstrates thorough use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown and complex words, phrases, and words with multiple meanings.
L.1.B.2	The basic student demonstrates limited understanding of word relationships and nuances in word meaning by making simple distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context.

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

Alignment ID	Alignment Text
L.1.P.2	The proficient student demonstrates understanding of word relationships and nuances in word meaning by distinguishing between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context.
L.1.A.2	The advanced student demonstrates thorough understanding of word relationships and nuances in word meaning by making subtle distinctions between shades of meaning among related words as well as literal and nonliteral meanings of words and phrases in context.

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
IK.3.B.1	The basic student compares and contrasts less complex/simple themes, topics, and patterns of events in stories from different cultures.
IK.3.P.1	The proficient student compares and contrasts themes, topics, and patterns of events in stories from different cultures.
IK.3.A.1	The advanced student compares and contrasts complex themes, topics, and patterns of events in stories from different cultures.
RL.2.2.B.1	The basic student refers to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain major differences between poems, dramas, and prose.
RL.2.2.P.1	The proficient student refers to structural elements of literary genres when writing or speaking about a text to explain major differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza).
RL.2.2.A.1	The advanced student refers to structural elements of literary genres when writing or speaking about a text to explain nuanced differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza).
RL.1.1.B.1	The basic student refers to details and examples when asking and answering questions about the text.
RL.1.1.P.1	The proficient student refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
RL.1.1.A.1	The advanced student demonstrates understanding of the text by using supporting details and examples to ask and answer involved questions about the text.
RL.1.2.B.1	The basic student draws upon simple details from the text to summarize, determine a simple/basic theme, and describe characters and story elements.
RL.1.2.P.1	The proficient student draws upon details from the text to summarize, determine a lesson or central message, and explain how story elements and the actions and motivations of characters contribute to the sequence of events.
RL.1.2.A.1	The advanced student draws upon specific details from the text to summarize, determine a more complex/implied theme, and describe characters and story elements.
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RL.2.1.P.1	The proficient student determines the meaning of words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RL.2.1.A.1	The advanced student determines the intended meaning of complex words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RI.1.1.B.1	The basic student determines the simple or stated main idea of a text and how text-based details and examples support that main idea when summarizing and drawing sentence- or paragraph-level inferences from the text.

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

Alignment ID	Alignment Text
RI.1.1.P.1	The proficient student determines the main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences from the text.
RI.1.1.A.1	The advanced student determines the implied main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences based on multiple paragraphs or the full text.
RI.1.2.B.1	The basic student uses details to explain a basic/simple/short series of historical events, central ideas, scientific concepts, or technical procedures in a text.
RI.1.2.P.1	The proficient student uses specific details to explain a series of historical events, central ideas, scientific concepts, or technical procedures in a text.
RI.1.2.A.1	The advanced student uses specific details to explain a complex series of historical events, central ideas, scientific concepts, or technical procedures in a text.
RI.2.1.B.1	The basic student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text.
RI.2.1.P.1	The proficient student determines the meaning of general academic and domain-specific words and phrases as they are used in a text.
RI.2.1.A.1	The advanced student determines the meaning of complex general academic and domain-specific words and phrases as they are used in a text.
RI.2.2.B.1	The basic student describes the overall structure of simple events, ideas, concepts, or information in a text or part of a text.

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Alignment ID	Alignment Text
RI.2.2.P.1	The proficient student describes the overall structure of events, ideas, concepts, or information in a text or part of a text.
RI.2.2.A.1	The advanced student describes the overall structure of complex events, ideas, concepts, or information in a text or part of a text.
RI.2.3.B.1	The basic student compares and contrasts different accounts of the same topic or event, describing the basic similarities and differences in focus and information provided.
RI.2.3.P.1	The proficient student compares and contrasts different accounts of the same topic or event, describing the similarities and differences in focus and information provided.
RI.2.3.A.1	The advanced student compares and contrasts different accounts of the same topic or event, describing the subtle or implied similarities and differences in focus and information provided.
IK.1.B.1	The basic student interprets information presented in diverse but simple formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text.
IK.1.P.1	The proficient student interprets information presented in diverse formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text.
IK.1.A.1	The advanced student interprets information presented in diverse and complex formats (e.g., charts, graphs, diagrams, and timelines) and words in a text to demonstrate or explain how the information contributes to an understanding of the text.

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Alignment ID	Alignment Text
IK.2.B.1	The basic student explains how an author uses reasons and evidence to support particular simple/obvious points in the text.
IK.2.P.1	The proficient student explains how an author uses reasons and evidence to support particular points in the text.
IK.2.A.1	The advanced student explains how an author uses reasons and evidence to support or evaluate particular and subtle points in the text.
IK.3.B.2	The basic student attempts to integrate directly stated information presented within and across two texts on the same topic.
IK.3.P.2	The proficient student integrates directly stated information presented within and across two texts on the same topic.
IK.3.A.2	The advanced student integrates stated or implied information presented within and across two texts on the same topic.
L.1.B.1	The basic student demonstrates partial use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings.
L.1.P.1	The proficient student demonstrates use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of words and phrases and words with multiple meanings.

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Alignment ID	Alignment Text
L.1.A.1	The advanced student demonstrates thorough use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of complex words and phrases and words with multiple meanings.
L.1.B.2	The basic student demonstrates limited understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings.
L.1.P.2	The proficient student demonstrates understanding of figurative language (simile, metaphor, common idioms, adages, and proverbs), word (antonyms and synonyms), and nuances in word meanings.
L.1.A.2	The advanced student demonstrates thorough understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and subtle nuances in word meanings.

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
W.2.B.1.a	Attempts to respond to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.
W.2.P.1.a	Responds to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.
W.2.A.1.a	Responds to the issue or topic raised/presented in the text or to the author's presentation of the theme, plot, or story elements.
RL.1.2.B.2	The basic student draws upon simple details in the text to compare and contrast two or more characters, settings, or events in a story or drama.
RL.1.2.P.2	The proficient student draws upon specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama.
RL.1.2.A.2	The advanced student draws upon complex and specific details in the text to compare and contrast two or more characters, settings, or events in a story or drama.
RL.1.1.B.1	The basic student quotes from the text when explaining what the text says explicitly.
RL.1.1.P.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
RL.1.1.A.1	The advanced student quotes accurately from the text when explaining what the text states explicitly, when drawing inferences, and when making connections with other texts.

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

Alignment ID	Alignment Text
RL.1.2.B.1	The basic student draws upon simple details to summarize text and identifies how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme.
RL.1.2.P.1	The proficient student draws upon specific details to summarize text and describes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a theme.
RL.1.2.A.1	The advanced student draws upon complex details to summarize text and analyzes how characters respond to challenges or how the speaker in a poem reflects upon a topic to determine a complex/implied theme.
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RI.1.1.B.1	The basic student quotes accurately from the text when explaining what the text says explicitly and when drawing sentence- or paragraph-level inferences from the text.
RI.1.1.P.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
RI.1.1.A.1	The advanced student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text.

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

Alignment ID	Alignment Text
RI.1.2.B.1	The basic student determines multiple simple or stated main ideas of a text and explains how they are supported by key details and summarizes the text.
RI.1.2.P.1	The proficient student determines multiple main ideas of a text and explains how they are supported by key details and summarizes the text.
RI.1.2.A.1	The advanced student determines multiple implied main ideas of a text and explains how they are supported by key details and summarizes the text.
RI.1.3.B.1	The basic student uses specific details to explain the direct or simple relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text.
RI.1.3.P.1	The proficient student uses specific details to explain the relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text.
RI.1.3.A.1	The advanced student uses specific details to explain the implied or more complex relationships or interactions of multiple individuals, events, ideas, or concepts in historical, scientific, or technical text.
RI.2.1.B.1	The basic student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text.
RI.2.1.P.1	The proficient student determines the meaning of general academic and domain-specific words and phrases as they are used in a text.
RI.2.1.A.1	The advanced student determines the meaning of complex academic and domain-specific words and phrases as they are used in a text.

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

Alignment ID	Alignment Text
RI.2.2.B.1	The basic student compares and contrasts overall structure of simple events, ideas, concepts, or information between two or more texts.
RI.2.2.P.1	The proficient student compares and contrasts overall structure of events, ideas, concepts, or information between two or more texts.
RI.2.2.A.1	The advanced student compares and contrasts overall structure of complex events, ideas, concepts, or information between two or more texts.
RI.2.3.B.1	The basic student recognizes multiple accounts of the same topic or event, noting basic similarities and differences in the point of view represented.
RI.2.3.P.1	The proficient student analyzes multiple accounts of the same topic or event, noting important similarities and differences in the point of view represented.
RI.2.3.A.1	The advanced student analyzes multiple accounts of the same topic or event, noting important, implied similarities and differences in the point of view represented.
IK.1.B.1	The basic student draws on information from multiple types of sources to demonstrate ability to locate and answer simple questions or solve a basic problem.
IK.1.P.1	The proficient student draws on information from multiple types of sources to demonstrate ability to locate and answer questions or solve a problem.
IK.1.A.1	The advanced student draws on information from multiple types of sources to demonstrate ability to locate and answer difficult questions or solve a complex problem. RI 5.7

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
IK.2.B.1	The basic student recognizes how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s).
IK.2.P.1	The proficient student explains how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s).
IK.2.A.1	The advanced student analyzes how an author uses reasons and/or evidence to support or evaluate particular points in the text, including identifying which reasons and evidence support which point(s).
IK.3.B.2	The basic student integrates directly stated information presented within and across multiple texts on the same topic.
IK.3.P.2	The proficient student integrates information presented within and across multiple texts on the same topic.
IK.3.A.2	The advanced student integrates stated and implied information presented within and across multiple texts on the same topic.
L.1.B.1	The basic student determines or clarifies the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases.
L.1.P.1	The proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of words and phrases.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.1.A.1	The advanced student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of complex words and phrases.
L.1.B.2	The basic student determines the meaning of simple academic and domain-specific words; recognizes, interprets, and explains the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).
L.1.P.2	The proficient student determines the meaning of general academic and domain-specific words; recognizes, interprets, and explains the meaning of figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).
L.1.A.2	The advanced student determines the meaning of complex general academic and domain-specific words; recognizes, interprets, and explains the meaning of complex figurative language (e.g., similes, metaphors, common idioms, adages, and proverbs) in context; uses abstract relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
IK.3.P.1	The proficient student compares and contrasts approaches to themes and topics in texts of different forms and genres.
IK.3.A.1	The advanced student compares and contrasts approaches to complex themes and topics in texts of different forms and genres.
RL.1.1.B.1	The basic student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text.
RL.1.1.P.1	The proficient student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions from text.
RL.1.1.A.1	The advanced student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs and the full text.
RL.1.2.B.1	The basic student draws on specific details from the text to summarize text, determine a simple theme, and identify how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution.
RL.1.2.P.1	The proficient student draws on specific details from the text to objectively summarize text, determine a theme, and explain how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution.
RL.1.2.A.1	The advanced student draws on specific or subtle details from the text to objectively summarize text, determine a complex theme, and analyze how the plot unfolds, as well as how the characters respond or change as the plot comes to a resolution.

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

Alignment ID	Alignment Text
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text.
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone.
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of word choice on meaning and tone.
RL.2.3.B.1	The basic student uses obvious or directly stated, text-based evidence to determine the author's point of view or purpose and explains how it is conveyed or developed in the text.
RL.2.3.P.1	The proficient student uses textual evidence to determine the author's point of view or purpose and explains how it is conveyed or developed in the text.
RL.2.3.A.1	The advanced student uses textual evidence, including text-based inferences/judgments, to determine the author's point of view or purpose and explains how it is conveyed or developed in the text.
RI.1.1.B.1	The basic student cites textual evidence to support what the text says explicitly and when drawing sentence- and paragraph-level inferences and conclusions from text.
RI.1.1.P.1	The proficient student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions from text.
RI.1.1.A.1	The advanced student cites textual evidence to support what the text says explicitly and when drawing inferences and conclusions based on multiple paragraphs or the full text.

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

Alignment ID	Alignment Text
RI.1.2.B.1	The basic student determines the stated central idea of a text and how it is conveyed through details; summarizes the text.
RI.1.2.P.1	The proficient student determines the central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment.
RI.1.2.A.1	The advanced student determines the implied central idea of a text and how it is conveyed through details; summarizes the text distinct from personal opinions or judgment.
RI.1.3.B.1	The basic student analyzes how a simple event, idea, or key individual is introduced and illustrated in a text.
RI.1.3.P.1	The proficient student analyzes how an event, idea, or key individual is introduced, illustrated, and elaborated in a text.
RI.1.3.A.1	The advanced student analyzes how a complex event, idea, or key individual is introduced, illustrated, and elaborated in a text.
RI.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RI.2.2.B.1	The basic student analyzes how a particular sentence, paragraph, chapter, or section fits within the simple overall structure of text and contributes to the development of stated ideas.
RI.2.2.P.1	The proficient student analyzes how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of ideas.
RI.2.2.A.1	The advanced student analyzes how a particular sentence, paragraph, chapter, or section fits within the overall structure of text and contributes to the development of stated, as well as implied, ideas.
RI.2.3.B.1	The basic student uses evidence to identify the author's point of view or purpose and explains how it is conveyed or developed in the text.
RI.2.3.P.1	The proficient student uses textual evidence to explain the author's point of view or purpose and explains how it is conveyed or developed in the text.
RI.2.3.A.1	The advanced student uses textual evidence to analyze the author's point of view or purpose and explains how it is conveyed or developed in the text.
IK.2.B.1	The basic student traces and evaluates simple arguments and obvious claims in a text; distinguishes those claims supported by reasons and evidence from those that are not.
IK.2.P.1	The proficient student traces and evaluates arguments and claims in a text; distinguishes those claims supported by reasons and evidence from those that are not.
IK.2.A.1	The advanced student traces and evaluates complex arguments and implied claims in a text; distinguishes those claims supported by reasons and evidence from those that are not.

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

Alignment ID	Alignment Text
IK.3.B.2	The basic student compares and contrasts one author's presentation of simple events with that of another.
IK.3.P.2	The proficient student compares and contrasts one author's presentation of events with that of another.
IK.3.A.2	The advanced student compares and comtrasts one author's presentation of complex events with that of another.
L.1.B.1	The basic student determines the meaning of unknown simple multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots to help determine the meanings of simple words and phrases and to clarify parts of speech.
L.1.P.1	The proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of words and phrases and to clarify parts of speech.
L.1.A.1	The advanced student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help determine the meanings of complex words and phrases and to clarify parts of speech.
L.2.B.1	The basic student determines the meaning of simple academic and domain-specific words, interprets simple figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the obvious connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty).

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

Alignment ID	Alignment Text
L.2.P.1	The proficient student determines the meaning of general academic and domain-specific words, interprets figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among the connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty).
L.2.A.1	The advanced student determines the meaning of complex academic and domain-specific words, interprets complex figures of speech in context, and uses relationships between words as a basis for understanding, including distinguishing among abstract connotations of words with similar denotations or shades of meaning (e.g., stingy, scrimping, economical, thrifty).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
W.1.B.1.e	Uses limited grade-appropriate writing mechanics. Spells common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.
W.2.B.1.e	Uses limited grade-appropriate writing mechanics. Spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.
W.2.P.1.e	Uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Attempts to use varied sentences.
W.2.A.1.e	Uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
W.1.A.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences.
W.2.B.1.d	Spells common words correctly. Uses limited grade-appropriate writing mechanics, including standard English grammar. Seldom uses varied and correct sentences.
W.2.P.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences.
W.2.A.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Consistently uses a variety of correct sentences.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
NBT.E.B.1	Basic students add or subtract two or more numbers whose sum or difference is less than 1,000 using the standard algorithm;
NBT.E.P.1	Proficient students add or subtract two or more numbers whose sum or difference is less than 1,000,000 using the standard algorithm;
NBT.E.A.1	Advanced students add or subtract two or more numbers whose sum or difference is greater than 1,000,000 using the standard algorithm;
4.NBT.E.4	Add and subtract multi-digit whole numbers using place value strategies including the standard algorithm.
4.NBT.E.5A	Multiply a whole number of up to four digits by a one-digit whole number.
OA.A.B.3	Basic students solve one-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
OA.A.P.3	Proficient students solve two-step problems involving all four operations (+. -, x, and ÷) in both mathematical and real-world contexts;
OA.A.A.3	Advanced students solve three-step problems involving all four operations (+, -, x, and ÷) in both mathematical and real-world contexts;
NBT.E.B.2	Basic students multiply a two-digit number by a one-digit number using strategies based on place value, properties of operations, or models;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NBT.E.P.2	Proficient students multiply up to a four-digit number by a one-digit number using strategies based on place value, properties of operations, or models;
NBT.E.A.2	Advanced students multiply a two-digit number by a two-digit number using strategies based on place value, properties of operations, or models;
4.NBT.E.5B	Multiply a pair of two-digit numbers.
4.NBT.E.5C	Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
OA.A.P.4	Proficient students determine the remainder when two whole numbers are divided.
NBT.E.B.3	Basic students determine the quotient of a two-digit dividend by a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NBT.E.P.3	Proficient students determine the quotient of a dividend with up to four digits and a one-digit divisor with no remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.
NBT.E.A.3	Advanced students determine the quotient of a dividend with up to four digits and a one-digit divisor with a remainder using strategies based on place value, properties of operations, the relationship between multiplication and division, or models.

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

Alignment ID   Alignment Text

4.NBT.E.6   Use strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division to find quotients and remainders with up to four-digit dividends and one-digit divisors. Use appropriate models to explain the calculation, such as 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**
NBT.D.B.3	Basic students add and subtract decimals to the hundredths using concrete models.
5.NF.F.5D	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
NBT.D.B.1	Basic students multiply a multi-digit whole number by a single-digit whole number using the standard algorithm;
NBT.D.P.1	Proficient students multiply a multi-digit whole number by a two-digit whole number using the standard algorithm;
NBT.D.A.1	Advanced students multiply multi-digit whole numbers by whole numbers with three or more digits using the standard algorithm;
NF.F.A.2	Advanced students predict the result of multiplying a whole number by a fraction less than one, by a fraction equal to one, or by a fraction greater than one and predict the sizes of the factors based on the product without performing the indicated multiplication;
NF.F.B.4	Basic students solve real-world problems by multiplying a whole number by a fraction;
MD.I.A.1	Advanced students use the associative property of multiplication to represent threefold whole number products as volumes;
5.NBT.D.5	Multiply multi-digit whole numbers using place value strategies including the standard algorithm.

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

Alignment ID	Alignment Text
5.NF.F.4B	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product.
NBT.C.A.2	Advanced students 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;
NBT.D.P.3	Proficient students use the four operations with decimals to the hundredths using concrete models.
NBT.D.A.3	Advanced students use the four operations with decimals to the hundredths using concrete models and justifying why a method is appropriate.
5.NBT.C.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.
5.NBT.D.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.D.B.2	Basic students determine a whole number quotient of a dividend with up to three digits and a one-digit divisor involving whole numbers;
NBT.D.P.2	Proficient students determine a whole number quotient of a dividend with up to four digits and a two-digit divisor involving whole numbers, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division;
NBT.D.A.2	Advanced students explain the division of whole numbers up to four-digit dividends and two-digit divisors by using equations, rectangular arrays, and/or area models;

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.NBT.G.4A	Including adding a two-digit number and a one-digit number.
1.NBT.G.4B	Adding a two-digit number and a multiple of 10.
1.NBT.G.4C	Understand that in adding two-digit numbers, adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.G.4D	Relate the strategy to a written method and explain the reasoning used.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.NBT.E.5	Add and subtract within 100 using strategies based on place value, properties of addition, and/or the relationship between addition and subtraction.
2.NBT.E.6	Add up to four two-digit numbers using strategies based on place value and/or properties of addition.
2.NBT.E.7A	Relate the strategy to a written method and explain the reasoning used.
2.NBT.E.7B	Understand that in adding or subtracting three-digit numbers, add or subtract hundreds and hundreds, tens and tens, ones and ones.
2.NBT.E.7C	Understand that sometimes it is necessary to compose or decompose tens or hundreds.

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
MD.G.A.1	Advanced students solve addition/subtraction real-world or mathematical problems of elapsed time involving "regrouping";
NBT.E.B.2	Basic students add/subtract within 100;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
NF.E.A.1	Advanced students use benchmark fractions and number sense of fractions to assess the reasonableness of answers;
NF.F.B.1	Basic students identify a fraction written as the quotient of a numerator divided by a denominator in a mathematical context;
NF.F.B.3	Basic students solve for the area of a rectangle with sides represented by a whole number and a fraction by multiplying;
MD.H.B.1	Basic students identify a line plot representing a data set with measurements in fractions of a unit (1/2, 1/4, 1/8).
5.MD.H.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions to solve problems involving information presented in line plots.
NF.F.P.1	Proficient students solve both mathematical and real-world problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers;
5.NF.F.3	Interpret a fraction as division of the numerator by the denominator (
NF.E.B.1	Basic students add and subtract proper fractions with unlike denominators;
NF.E.P.1	Proficient students add and subtract mixed numbers with unlike denominators that require regrouping by replacing the given fractions with equivalent fractions;

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

Alignment ID	Alignment Text
NF.E.B.2	Basic students solve one-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
NF.E.P.2	Proficient students solve multi-step mathematical and real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
5.NF.E.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.
5.NF.E.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
NF.F.B.2	Basic students multiply a fraction by a whole number;
NF.F.P.2	Proficient students multiply a fraction by a fraction;
NF.F.P.3	Proficient students solve for the area of a rectangle with fractional side lengths by multiplying and show that tiling a rectangle with unit squares to find the area is the same as multiplying the side lengths of the rectangle;
NF.F.A.2	Advanced students predict the result of multiplying a whole number by a fraction less than one, by a fraction equal to one, or by a fraction greater than one and predict the sizes of the factors based on the product without performing the indicated multiplication;
NF.F.B.4	Basic students solve real-world problems by multiplying a whole number by a fraction;

Success With Workbooks State Standards

Alignment ID	Alignment Text
NF.F.P.4	Proficient students solve real-world problems involving multiplication of fractions including mixed numbers;
NF.F.A.3	Advanced students solve multi-step real-world problems involving multiplication of fractions including mixed numbers;
5.NF.F.4A	Recognize the relationship between multiplying fractions and finding the areas of rectangles with fractional side lengths.
5.NF.F.4B	Interpret multiplication of a fraction by a whole number and a whole number by a fraction and compute the product.
5.NF.F.4C	Interpret multiplication in which both factors are fractions less than one and compute the product.
5.NF.F.5A	Estimate the size of the product based on the size of the two factors.
5.NF.F.5B	Explain why multiplying a given number by a number greater than 1 (improper fractions, mixed numbers, whole numbers) results in a product larger than the given number.
5.NF.F.5C	Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.F.5D	Explain why multiplying the numerator and denominator by the same number has the same effect as multiplying the fraction by 1.
5.NF.F.6	Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NF.F.A.1	Advanced students explain how to multiply a fraction by a fraction and divide a unit fraction by a fraction;
NF.F.P.5	Proficient students both compute and solve real world problems involving the division of a unit fraction by a non-zero whole number or the division of a whole number by a unit fraction;
NF.F.A.4	Advanced students identify real-world contexts represented by the division of a unit fraction by a non-zero whole number or the division of a whole number by a unit fraction.
5.NF.F.7B	Interpret division of a whole number by a unit fraction and compute the quotient.
5.NF.F.7C	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.
NBT.C.P.1	Proficient students recognize that given two different digits in a multi-digit number, one digit can represent a multiple of 10 times the digit to its right, and a multiple of 1/10 the digit to its left;
NBT.C.A.1	Advanced students recognize that given two different digits in a multi-digit number, one digit can represent a multiple of 100 times the digit two places to its right, and a multiple of 1/100 times the digit two places to its left;
NBT.C.B.3	Basic students read and write decimal numbers to hundredths;
NBT.C.P.3	Proficient students read and write decimal numbers to thousandths;
NBT.C.A.3	Advanced students read and write decimal numbers past the thousandths place;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
5.NBT.C.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.
5.NBT.C.3A	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
NBT.C.B.4	Basic students compare two decimal numbers to hundredths using the symbols >, =, and < to record the results of comparisons;
NBT.C.P.4	Proficient students compare two decimal numbers to thousandths based on the meaning of the digits in each place using the symbols >, =, and < to record the results of comparisons;
5.NBT.C.3B	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols.
NBT.C.B.5	Basic students round decimals to the nearest tenth.
NBT.C.P.5	Proficient students round decimals to any place.
NBT.C.A.4	Advanced students use place value understanding to explain how to round decimals to any place.
5.NBT.C.4	Use place value understanding to round decimals to any place to a given place.
NBT.D.B.3	Basic students add and subtract decimals to the hundredths using concrete models.
NBT.C.A.2	Advanced students 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;

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
NBT.D.P.3	Proficient students use the four operations with decimals to the hundredths using concrete models.
NBT.D.A.3	Advanced students use the four operations with decimals to the hundredths using concrete models and justifying why a method is appropriate.
5.NBT.C.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10.
5.NBT.D.7	Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; Relate the strategy to a written method and explain the reasoning used.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
MD.J.B.1	Basic students identify a line plot that displays a set of data involving fractional measurements (1/2, 1/4, or 1/8).
4.NF.G.4C	Solve real-world problems involving multiplication of a fraction by a whole number, using visual fraction models and equations to represent the problem.
4.MD.J.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
NF.F.A.1	Advanced students justify why two fractions are equivalent;
4.NF.G.3C	Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction, and/or by using properties of addition and the relationship between addition and subtraction.
NF.F.B.1	Basic students identify equivalent fractions with unlike denominators;
NF.F.P.1	Proficient students identify and generate equivalent fractions with unlike denominators;
NF.F.B.2	Basic students compare two fractions with different numerators or different denominators by using simple fractions such as 1/2.
NF.F.P.2	Proficient students compare two fractions with different numerators and denominators using the symbols <, >, or =.
NF.F.A.2	Advanced students justify how and when valid fractional comparisons can be made.

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

Alignment ID	Alignment Text
NF.G.B.1	Basic students interpret a fraction as a sum of unit fractions;
NF.G.P.1	Proficient students add and subtract two fractions with like denominators (2, 3, 4, 5, 6, 8, 10, 12, or 100) including mixed numbers in both mathematical and real-world contexts;
NF.G.A.1	Advanced students use properties of operations and inverse operations to add or subtract two fractions with like denominators including mixed numbers;
NF.G.P.2	Proficient students represent addition and subtraction of fractions with like denominators by equations;
NF.G.A.2	Advanced students identify and represent addition and subtraction of fractions with like denominators in multiple ways;
NF.G.B.2	Basic students solve one-step problems involving addition or subtraction of fractions with like denominators in mathematical contexts;
NF.G.P.3	Proficient students solve one-step problems involving addition or subtraction of fractions with like denominators in real-world contexts;
NF.G.A.3	Advanced students solve two-step problems involving addition or subtraction of fractions with like denominators in mathematical or real-world contexts;
NF.H.P.1	Proficient students generate equivalent fractions with denominators of 10 and 100 and to add these fractions;
4.NF.F.1	Explain why a fraction

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.NF.F.2A	Recognize that comparisons are valid only when the two fractions refer to the same whole.
4.NF.F.2B	Record the results of comparisons with symbols >, =, or <.
4.NF.F.2C	Justify the conclusions by using a visual fraction model.
4.NF.G.3A	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.G.3B	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions by using a visual fraction model.
4.NF.G.3D	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
4.NF.H.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.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
MD.I.P.2	Proficient students determine the area of a rectangle by multiplying length times width in both mathematical and real-world contexts;
MD.I.B.1	Basic students recognize that a square labeled with 1 square unit can be used to measure area;
MD.I.P.1	Proficient students determine the area of a rectangle by counting unit squares in a tiled rectangle;
3.MD.I.5	Understand area as an attribute of plane figures and understand concepts of area measurement, such as square units without gaps or overlaps.
3.MD.I.6	Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).
3.MD.I.7A	Find the area of a rectangle with whole-number side lengths (dimensions) by multiplying them. Show that this area is the same as when counting unit squares.
3.MD.I.7C	Use area models to represent the distributive property in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
3.G.K.2	Partition rectangles, regular polygons, and circles into parts with equal areas. Express the area of each part as a unit fraction of the whole.
OA.B.B.2	Basic students use multiplication to find a missing factor in a division equation.
OA.B.P.2	Proficient students use division to find a missing factor in a multiplication equation.

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

Alignment ID	Alignment Text
OA.B.A.2	Advanced students use division to find unknown factors given a verbal context.
OA.C.B.2	Basic students identify the relationship between multiplication and division in a mathematical context.
OA.C.P.2	Proficient students describe the relationship between multiplication and division.
OA.C.A.2	Advanced students justify the relationship between multiplication and division.
OA.A.B.1	Basic students interpret products and quotients of whole numbers (2, 5, 10) using a pictorial representation;
OA.A.P.1	Proficient students interpret products and quotients of whole numbers in mathematical and real-world contexts;
OA.A.A.1	Advanced students write products and quotients in mathematical and real-world contexts;
OA.A.B.2	Basic students use multiplication within 100 to solve and represent word problems provided a pictorial representation;
OA.A.P.2	Proficient students use multiplication and division within 100 to solve and represent word problems provided a pictorial representation;
OA.A.A.2	Advanced students use multiplication and division within 100 to solve and represent word problems;
OA.A.B.3	Basic students determine the product or quotient in an equation given one of the factors to be 2, 5, or 10.

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

Alignment ID	Alignment Text
OA.A.P.3	Proficient students determine the unknown whole number in a multiplication or division equation given the other two facts.
OA.A.A.3	Advanced students interpret two or more equations each with an unknown number in a multiplication or division equation.
OA.C.B.1	Basic students multiply with factors of 2, 5, and 10 and divide with divisors of 2 or 5 within 50;
OA.C.P.1	Proficient students fluently multiply two numbers with factors of 10 or less and divide two numbers with both the divisor and quotient being 10 or less;
OA.C.A.1	Advanced students fluently multiply two numbers within 100 with one factor greater than 10 and one factor less than 10 and divide two numbers within 100 with either a divisor or quotient greater than 10;
NBT.E.A.3	Advanced students multiply 2-digit whole numbers (less than 20) by multiples of 10.

0545200865   Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
OA.B.B.2	Basic students use multiplication to find a missing factor in a division equation.
OA.B.P.2	Proficient students use division to find a missing factor in a multiplication equation.
MD.I.P.2	Proficient students determine the area of a rectangle by multiplying length times width in both mathematical and real-world contexts;
OA.A.B.1	Basic students identify multiplicative comparisons involving equal groups and arrays using multiplication symbols;
OA.A.P.1	Proficient students identify equations involving multiplicative comparisons using either multiplication or division symbols;
OA.A.A.1	Advanced students generate equations involving multiplicative comparisons using either multiplication or division symbols;
OA.A.B.2	Basic students solve one-step problems involving multiplicative comparisons in mathematical contexts;
OA.A.P.2	Proficient students solve one-step problems involving multiplicative comparisons in both mathematical and real-world contexts;
4.NBT.E.5C	Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.NBT.E.6	Use strategies based on place value, the properties of multiplication, and/or the relationship between multiplication and division to find quotients and remainders with up to four-digit dividends and one-digit divisors. Use appropriate models to explain the calculation, such as by using equations, rectangular arrays, and/or area models.
NF.F.A.4	Advanced students understand that a/b is a whole number if a is a multiple of b when a does not equal b;
OA.B.B.1	Basic students recognize that a whole number is a multiple of each of its factors;
OA.B.P.1	Proficient students determine if a whole number in the range of 1-100 is a multiple of a 1-digit number;
OA.B.A.1	Advanced students determine if a whole number is a multiple of 11, 12, or 15;
4.OA.B.4B	Recognize that a whole number is a multiple of each of its factors.
4.OA.B.4C	Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number.
4.NF.G.4A	Understand a fraction
4.NF.G.4B	Understand a multiple of
OA.C.B.1	Basic students multiply with factors of 2, 5, and 10 and divide with divisors of 2 or 5 within 50;

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

Alignment ID	Alignment Text
OA.C.P.1	Proficient students fluently multiply two numbers with factors of 10 or less and divide two numbers with both the divisor and quotient being 10 or less;
OA.C.A.1	Advanced students fluently multiply two numbers within 100 with one factor greater than 10 and one factor less than 10 and divide two numbers within 100 with either a divisor or quotient greater than 10;

0545200857   Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
K.G.H.1	Describe objects in the environment using the 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.
K.G.H.2	Correctly name shapes regardless of their orientations or overall size.
K.G.I.4	Analyze and compare two- and three-dimensional shapes, using informal language to describe their similarities, differences, and attributes.
K.G.I.6	Use simple shapes to compose squares, rectangles, and hexagons.
K.CC.A.1A	Count to 100 by ones and by tens.
K.CC.B.5A	Answer the question "how many?" by counting up to 20 objects arranged in a line, a rectangular array, a circle, or as many as 10 objects in a scattered configuration.
K.CC.B.5B	Given a number from 1-20, count out that many objects.
K.OA.D.1	Model situations that involve representing addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.MD.G.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
RI.1.1.B.1	The basic student identifies the stated main idea of a text and how text-based details and examples support that main idea when asking and answering simple questions about the text.
RI.1.1.P.1	The proficient student determines the main idea of a text and how text-based details and examples support that main idea when asking and answering questions about the text.
RI.1.1.A.1	The advanced student analyzes the stated and implied main idea of a text and how text-based details and examples support that main idea when asking and answering complex questions about the text.
L.1.B.3	The basic student accurately uses simple, yet grade-appropriate, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.1.P.3	The proficient student accurately uses grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.1.A.3	The advanced student accurately uses complex, grade-appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
RL.1.2.B.1	The basic student uses simple details from the text to recount stories from diverse cultures, determine a directly stated lesson or central message, and explain how basic/simple story elements and the actions and motivations of characters contribute to the sequence of events.
RL.1.2.P.1	The proficient student uses details from the text to recount stories from diverse cultures, determine a lesson or central message, and explain how story elements and the actions of characters contribute to the sequence of events.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RL.1.2.A.1	The advanced student uses specific details from the text to recount stories from diverse cultures, determine an inferred lesson or central message, and analyze how story elements and the actions and motivations of characters contribute to the sequence of events.
RI.1.2.B.1	The basic student uses simple details and language pertaining to time, sequence, and cause/effect to describe the directly stated relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RI.1.2.P.1	The proficient student uses details and language pertaining to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RI.1.2.A.1	The advanced student uses specific details and language pertaining to time, sequence, and cause/effect to describe the stated, implied, or complex relationship between a series of historical events, scientific ideas or concepts, or technical procedures in a text.
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RI.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including general academic and domain-specific words and phrases.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RI.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words and phrases.
RI.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including general academic and domain-specific words and phrases.
L.1.B.1	The basic student demonstrates limited use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown, yet simple, words, phrases, and words with multiple meanings.
L.1.P.1	The proficient student demonstrates use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown words, phrases, and words with multiple meanings.
L.1.A.1	The advanced student demonstrates thorough use of a variety of sentence-level context clues, affixes, and roots as clues to help determine and understand the meanings of unknown and complex words, phrases, and words with multiple meanings.
IK.2.B.1	The basic student compares important points and details directly stated within and across multiple texts on the same topic and describes simple, logical connections between sentences and paragraphs in a text.
IK.2.P.1	The proficient student compares important points and details presented within and across multiple texts on the same topic and describes logical connections between sentences and paragraphs in a text.

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

Alignment ID   Alignment Text

IK.2.A.1   The advanced student compares important points and details presented within and across multiple texts on the same topic and describes complex or subtle, logical connections between sentences and paragraphs in a text.

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0545200814   Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RL.2.1.P.1	The proficient student determines the meaning of words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RL.2.1.A.1	The advanced student determines the intended meaning of complex words and phrases, including those related to mythology, as they are used in a text and distinguishes literal from nonliteral language.
RI.2.1.B.1	The basic student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text.
RI.2.1.P.1	The proficient student determines the meaning of general academic and domain-specific words and phrases as they are used in a text.
RI.2.1.A.1	The advanced student determines the meaning of complex general academic and domain-specific words and phrases as they are used in a text.
L.1.B.1	The basic student demonstrates partial use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of simple words and phrases and words with multiple meanings.
L.1.P.1	The proficient student demonstrates use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of words and phrases and words with multiple meanings.

Success With Workbooks State Standards

Alignment ID	Alignment Text
L.1.A.1	The advanced student demonstrates thorough use of a variety of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, as clues to help determine or clarify the meanings of complex words and phrases and words with multiple meanings.
RL.2.2.B.1	The basic student refers to parts of a text (e.g., chapters, stanzas, scenes, illustrations) when writing or speaking about a text to explain major differences between poems, dramas, and prose.
RL.2.2.P.1	The proficient student refers to structural elements of literary genres when writing or speaking about a text to explain major differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza).
RL.2.2.A.1	The advanced student refers to structural elements of literary genres when writing or speaking about a text to explain nuanced differences between poems, dramas, and prose (e.g., illustrations, chapters, scene, stanza).
RI.1.2.B.1	The basic student uses details to explain a basic/simple/short series of historical events, central ideas, scientific concepts, or technical procedures in a text.
RI.1.2.P.1	The proficient student uses specific details to explain a series of historical events, central ideas, scientific concepts, or technical procedures in a text.
RI.1.2.A.1	The advanced student uses specific details to explain a complex series of historical events, central ideas, scientific concepts, or technical procedures in a text.
IK.3.B.1	The basic student compares and contrasts less complex/simple themes, topics, and patterns of events in stories from different cultures.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
IK.3.P.1	The proficient student compares and contrasts themes, topics, and patterns of events in stories from different cultures.
IK.3.A.1	The advanced student compares and contrasts complex themes, topics, and patterns of events in stories from different cultures.
RL.1.1.B.1	The basic student refers to details and examples when asking and answering questions about the text.
RL.1.1.P.1	The proficient student refers to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
IK.2.B.1	The basic student explains how an author uses reasons and evidence to support particular simple/obvious points in the text.
IK.2.P.1	The proficient student explains how an author uses reasons and evidence to support particular points in the text.
IK.2.A.1	The advanced student explains how an author uses reasons and evidence to support or evaluate particular and subtle points in the text.
RL.1.2.B.1	The basic student draws upon simple details from the text to summarize, determine a simple/basic theme, and describe characters and story elements.
RL.1.2.P.1	The proficient student draws upon details from the text to summarize, determine a lesson or central message, and explain how story elements and the actions and motivations of characters contribute to the sequence of events.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RL.1.2.A.1	The advanced student draws upon specific details from the text to summarize, determine a more complex/implied theme, and describe characters and story elements.
RI.1.1.B.1	The basic student determines the simple or stated main idea of a text and how text-based details and examples support that main idea when summarizing and drawing sentence- or paragraph-level inferences from the text.
RI.1.1.P.1	The proficient student determines the main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences from the text.
RI.1.1.A.1	The advanced student determines the implied main idea of a text and how text-based details and examples support that main idea when summarizing and drawing inferences based on multiple paragraphs or the full text.

0545200806 Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
RI.1.2.B.1	The basic student determines multiple simple or stated main ideas of a text and explains how they are supported by key details and summarizes the text.
RI.1.2.P.1	The proficient student determines multiple main ideas of a text and explains how they are supported by key details and summarizes the text.
RI.1.2.A.1	The advanced student determines multiple implied main ideas of a text and explains how they are supported by key details and summarizes the text.
IK.2.B.1	The basic student recognizes how an author uses reasons and evidence to support particular and simple points in the text, including identifying which reasons and evidence support which point(s).
IK.2.P.1	The proficient student explains how an author uses reasons and evidence to support particular points in the text, including identifying which reasons and evidence support which point(s).
IK.2.A.1	The advanced student analyzes how an author uses reasons and/or evidence to support or evaluate particular points in the text, including identifying which reasons and evidence support which point(s).
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).

Alignment ID	Alignment Text
RI.2.1.B.1	The basic student determines the meaning of simple academic and domain-specific words and phrases as they are used in a text.
RI.2.1.P.1	The proficient student determines the meaning of general academic and domain-specific words and phrases as they are used in a text.
RI.2.1.A.1	The advanced student determines the meaning of complex academic and domain-specific words and phrases as they are used in a text.
L.1.B.1	The basic student determines or clarifies the meaning of unknown, yet simple, multiple-meaning words and phrases by demonstrating limited use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of simple words and phrases.
L.1.P.1	The proficient student determines or clarifies the meaning of unknown and multiple-meaning words and phrases by demonstrating use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of words and phrases.
L.1.A.1	The advanced student determines or clarifies the meaning of unknown and complex multiple-meaning words and phrases by demonstrating thorough use of context clues and reference materials, as well as grade-appropriate Greek and Latin affixes and roots, to help pronounce, determine, and understand the meanings of complex words and phrases.
RL.1.1.P.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
RL.1.1.A.1	The advanced student quotes accurately from the text when explaining what the text states explicitly, when drawing inferences, and when making connections with other texts.
RI.1.1.B.1	The basic student quotes accurately from the text when explaining what the text says explicitly and when drawing sentence- or paragraph-level inferences from the text.
RI.1.1.P.1	The proficient student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.
RI.1.1.A.1	The advanced student quotes accurately from the text when explaining what the text says explicitly and when drawing inferences based on multiple paragraphs or the full text.

0545200776   Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
W.1.P.1.d	Reveals appropriate voice or style for intended audience by using grade-appropriate descriptive word choice.
W.1.A.1.d	Uses engaging voice or style for intended audience by using precise and descriptive word choice.
W.2.P.1.d	Uses appropriate voice or style for intended audience. Uses personal voice and descriptive words or phrases.
W.2.A.1.d	Uses engaging voice or style for intended audience. Uses a variety of descriptive words or phrases.
W.2.B.1.e	Uses limited grade-appropriate writing mechanics. Spells common words correctly and sentences are simple and lack variety. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.
W.2.P.1.e	Uses mostly grade-appropriate capitalization, punctuation, spelling, and grade-appropriate standard English grammar. Attempts to use varied sentences.
W.2.A.1.e	Uses consistent grade-appropriate capitalization, punctuation, spelling, and standard English grammar with few errors. Uses varied sentences.
W.1.A.1.c	Presents a logically organized introduction, body, and conclusion by effectively using reasons, details, and transition words that connect reasons to the opinion.
W.1.B.1.e	Uses limited grade-appropriate writing mechanics. Spells common words correctly and uses some correct sentences and attempts to use varied sentence types. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar.

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

Alignment ID	Alignment Text
W.1.P.1.c	Presents an organized introduction, body, and conclusion, including use of reasons, details, and transition words that connect reasons to the opinion.
W.1.P.1.e	Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Provides a variety of sentence types.
W.1.A.1.e	Uses consistent, grade-appropriate writing mechanics, including spelling and standard English grammar with few errors. Uses varied sentences.
W.2.P.1.a	Presents a main idea in response to the topic by using relevant details.
W.2.P.1.b	Develops an organized structure. Groups similar ideas together with a topic sentence.
W.2.A.1.a	Develops a clear and focused main idea in response to the topic by using relevant and descriptive details.
W.2.A.1.b	Develops an organized structure. Effectively organizes similar ideas together with a topic sentence.

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
L.1.B.2	The basic student demonstrates limited understanding of simple figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and obvious nuances in word meanings.
L.1.P.2	The proficient student demonstrates understanding of figurative language (simile, metaphor, common idioms, adages, and proverbs), word (antonyms and synonyms), and nuances in word meanings.
L.1.A.2	The advanced student demonstrates thorough understanding of complex figurative language (simile, metaphor, common idioms, adages, and proverbs), word relationships (antonyms and synonyms), and subtle nuances in word meanings.

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
W.2.B.1.d	Spells common words correctly. Uses limited grade-appropriate writing mechanics, including standard English grammar. Seldom uses varied and correct sentences.
W.2.P.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences.
W.2.A.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Consistently uses a variety of correct sentences.
W.2.P.1.d	Uses precise and descriptive language to reveal an identifiable voice.
W.2.A.1.d	Uses a variety of precise and descriptive language to reveal an engaging and identifiable voice.
W.1.B.1.a	Responds to the prompt by attempting to present an opinion, explanation, or main idea.
W.1.B.1.b	Develops a limited response by including limited and/or irrelevant supporting or descriptive details and may attempt to connect reasons to opinions.
W.1.P.1.a	Adequately responds to the topic raised in the prompt by presenting an opinion, explanation, or main idea.
W.1.P.1.b	Develops a response by including relevant supporting or descriptive details (that may support an opinion) in response to the topic.
W.1.A.1.a	Effectively responds to the topic raised in the prompt by presenting a clear and focused opinion, explanation, or main idea.

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

Alignment ID	Alignment Text
W.1.A.1.b	Develops a clear and focused opinion/argument/claim, skillfully using clearly related supporting or descriptive details in response to the topic.
W.1.A.1.e	Uses grade-appropriate writing mechanics, including spelling and standard English grammar. Uses a variety of mostly correct sentences.
W.1.B.1.c	Organizes response with limited structure. Uses little reasoning or coherence and may omit the introduction or conclusion (or beginning or end). Inconsistently uses topic sentences or transitions between paragraphs.
W.1.P.1.c	Demonstrates a general progression of ideas, ordered paragraphs that include an introduction, body, and conclusion (or beginning, middle, and end). Uses topic sentences and transitions between paragraphs and connects reasons to opinions.
W.1.A.1.c	Presents a logically organized progression of ideas in paragraphs that include an elaborated introduction, body, and conclusion (or beginning, middle, and end). Skillfully uses topic sentences and transitions within or between paragraphs and skillfully connects reasons to opinions.
W.2.B.1.b	Attempts to develop an organized essay. Uses little accurate and relevant evidence to support the response, and may omit the introduction, body, and/or conclusion.
W.2.P.1.c	Presents an organization of ideas, including an introduction, body, and conclusion. Uses topic sentences and varied transitions between paragraphs.
W.2.A.1.c	Presents an effective organization of ideas, including an effective introduction, body, and conclusion. Skillfully uses topic sentences and varied transitions between paragraphs.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
W.1.B.1.d	Demonstrates little variation within use of limited or basic word choice; reveals limited voice or style that is appropriate for the intended purpose or audience.
W.1.B.1.e	Uses limited grade-appropriate writing mechanics. Spells common words correctly. Uses limited grade-appropriate capitalization, punctuation, and standard English grammar. Seldom uses varied and correct sentences.
W.1.P.1.d	Uses grade-appropriate word choice. Uses voice or style that is appropriate for the intended purpose or audience.
W.1.P.1.e	Uses mostly grade-appropriate writing mechanics, including spelling and standard English grammar. Uses varied and mostly correct sentences.
W.1.A.1.d	Uses precise and sophisticated word choice with consistent voice or style that is appropriate for the intended purpose or audience.
W.2.B.1.c	Uses descriptive language. Uses limited voice and basic, predictable language.
RL.2.1.B.1	The basic student determines the meaning of simple words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.P.1	The proficient student determines the meaning of words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).
RL.2.1.A.1	The advanced student determines the meaning of complex words and phrases as they are used in a text, including figurative language (e.g., similes and metaphors).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.1.B.2	The basic student determines the meaning of simple academic and domain-specific words; recognizes, interprets, and explains the meaning of simple figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses simple relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).
L.1.P.2	The proficient student determines the meaning of general academic and domain-specific words; recognizes, interprets, and explains the meaning of figurative language in context (e.g., similes, metaphors, common idioms, adages, and proverbs); uses relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).
L.1.A.2	The advanced student determines the meaning of complex general academic and domain-specific words; recognizes, interprets, and explains the meaning of complex figurative language (e.g., similes, metaphors, common idioms, adages, and proverbs) in context; uses abstract relationships between words as basis for understanding (e.g., synonyms, antonyms, and homographs).

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
AS.5	Identifies name and familiar words (environmental print).