SCHOLASTIC

Success With Workbooks State Standards

0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
K.7.a	Identify and name the uppercase and lowercase letters of the alphabet.
4.a	Identify and name uppercase and lowercase letters in random order.
4.d	Begin to match uppercase and lowercase letters.
4.f	Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.
6.e	Begin to use correct manuscript letter and number formation.
4.b	Select a letter to represent a sound (8-10 letters)
R.K.4.EU.1	understand that all print materials in English follow similar patterns
K.5.A	understand that all print materials in English follow similar patterns.
R.K.4.EKSP.6	locate lines of text, words, letters, and spaces
R.K.4.EKSP.7	match voice with print in syllables, words, and phrases
K.5.7	locate lines of text, words, letters, and spaces.
R.K.6.a	Identify and name the capital and lowercase letters of the alphabet.

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0545200946 **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
K.7.1	recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
K.7.2	match uppercase and lowercase letter pairs.
R.K.6.EKSP.1	recognize capital and lowercase letters in sequence and in random order and name them rapidly
R.K.6.EKSP.2	match capital and lowercase letter pairs
K.7.5	write the grapheme (letter) that represents a spoken sound.
R.K.6.EKSP.6	write the letter or digraph that represents a spoken sound
K.11.A	understand that there are correct ways to write the manuscript letters of the alphabet.
K.11.C	understand that printing properly formed letters makes manuscript writing legible.
K.11.2	print upper- and lower-case letters of the alphabet legibly and independently.
K.11.3	use manuscript letter formation.
K.11.5	form the letters of and space their first and last names.
K.12.2	write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).
W.K.10.a	Print capital and lowercase letters of the alphabet independently.

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Alignment ID	Alignment Text
W.K.10.EU.1	understand that there are correct ways to write the manuscript letters of the alphabet
W.K.10.EU.3	understand that printing properly formed letters makes manuscript writing legible.
W.K.10.EKSP.2	print capital and lowercase letters of the alphabet legibly and independently
W.K.10.EKSP.3	use manuscript letter formation

0545200938 **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
K.12.a.5	Name multiple ways to sort a set of objects.
R.K.7.g	Use adjectives to describe location, size, color, and shape.
R.K.7.EKSP.10	use size, shape, color, and spatial words to describe people, places, and things
K.11.1	Identify a circle, triangle, square, and rectangle.
K.11.4	Trace a circle, triangle, square, and rectangle.
K.11.7	Distinguish between examples and nonexamples of identified geometric figures (circle, triangle, square, and rectangle).
K.10.a.1	Identify a circle, triangle, square, and rectangle. (a)
K.10.a.2	Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of vertices. (a)
K.10.a.3	Describe a circle using terms such as round and curved. (a)
K.10.a.6	Distinguish between examples and nonexamples of identified plane figures (circle, triangle, square, and rectangle). (b)
K.13	The student will gather data by counting and tallying.

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Alignment ID	Alignment Text
NS.K.1.a	tell how many are in a given set of 20 or fewer objects by counting orally; and
NS.K.1.b	read, write, and represent numbers from 0 through 20.
NS.K.3.a	count forward orally by ones from 0 to 100;
NS.K.3.b	count backward orally by ones when given any number between 1 and 10;
NS.K.3.c	identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and
NS.K.3.d	count forward by tens to determine the total number of objects to 100.
1.c	Count the items in a collection of one to five items and know the last counting word tells “how many”
R.K.7.e	Use number words.
R.K.7.EKSP.8	use number words in conversations
K.14.B	Understand how data are collected and presented in an organized manner by counting and tallying.
K.14.1	Gather data on given categories by counting and tallying (e.g., favorites, number of days of various types of weather during a given month, types of pets, types of shoes).
K.2.1	Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral.

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Alignment ID	Alignment Text
K.2.2	Identify written numerals from 0 through 15 represented in random order.
K.2.3	Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects.
K.2.5	Write a numeral that corresponds to a set of 15 or fewer concrete objects.
K.2.6	Construct a set of objects that corresponds to a given numeral, including an empty set.
K.1.a.1	Count orally to tell how many are in a given set containing 20 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. (a)
K.1.a.2.1	Construct a set of objects that corresponds to a given numeral, including an empty set;
K.1.a.2.2	Read and write the numerals from 0 through 20;
K.1.a.2.3	Identify written numerals from 0 through 20 represented in random order;
K.1.a.2.4	Identify the numeral that corresponds to the total number of objects in a given set of 20 or fewer concrete objects; and
K.1.a.2.5	Write a numeral that corresponds to a set of 20 or fewer concrete objects. (b)
K.5.1	Recognize fractions as representing parts of equal size of a whole.
K.6.1	Combine two sets with known quantities in each set, and count the combined set using up to 10 concrete objects, to determine the sum, where the sum is not greater than 10.

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Alignment ID	Alignment Text
K.6.2	Given a set of 10 or fewer concrete objects, remove, take away, or separate part of the set and determine the result.
K.3.a.1	Count forward orally by ones from 0 to 100. (a)
K.3.a.2	Count backward orally by ones when given any number between 1 and 10. (b)
K.3.a.3	Identify the number after, without counting, when given any number between 0 and 100. (c)
K.3.a.4	Identify the number before, without counting, when given any number between 1 and 10. (c)
K.4.a.1	Recognize and describe with fluency part-whole relationships for numbers up to 5 in a variety of configurations. (a)
K.4.a.2	Investigate and describe part-whole relationships for numbers up to 10 using a variety of configurations. (b)
K.13.B	Understand how data are collected and presented in an organized manner by counting and tallying.
K.6.a.1	Model and solve various types of story and picture problems using 10 or fewer concrete objects. (Types of problems should include joining, separating, and part-part-whole scenarios.)
K.1	The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

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Alignment ID	Alignment Text
NS.K.2.a	compare and describe one set as having more, fewer, or the same number of objects as the other set (s); and
NS.K.2.b	compare and order sets from least to greatest and greatest to least.
K.1.1	Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer objects.
K.1.2	Compare and describe two sets of 10 or fewer objects, using the terms more, fewer, and the same.
K.1.3	Given a set of objects, construct a second set which has more, fewer or the same number of objects.
K.2.a.1	Compare and describe no more than three sets of 10 or fewer objects, using the terms more, fewer, and the same. (a)
K.2.a.2	Given a set of objects, construct a second set which has more, fewer, or the same number of objects. (a)
K.2.a.3	Compare and order three or fewer sets, each set containing 10 or fewer concrete objects, from least to greatest and greatest to least. (b)
K.16	The student will identify, describe, and extend repeating patterns.
PFA.K.13	The student will identify, describe, extend, create, and transfer repeating patterns.
6.b	Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue

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Alignment ID	Alignment Text
K.4.2	Investigate and recognize the pattern of counting by fives and tens, using 30 or fewer concrete objects.
K.18.1	Observe and identify the basic repeating pattern found in repeating patterns of common objects, sounds, and movements that occur in real-life situations, where there are four or fewer elements in the basic repeating pattern.
K.18.3	Extend a repeating pattern by adding at least two repetitions to the pattern.
K.16.A	Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.
K.16.B	Understand that the sound pattern 'snap, clap, snap, clap' is the same in form as the color pattern 'red, blue, red, blue'.
K.16.1	Observe and identify the basic repeating pattern (core) found in repeating patterns of common objects, sounds, and movements that occur in practical situations.
K.16.2	Identify the core in a repeating pattern.
K.16.3	Extend a repeating pattern by adding at least two repetitions to the pattern.
K.13.a.1	Identify and describe the core (the part of the sequence that repeats) found in repeating patterns of common objects, sounds, movements, and pictures.
K.13.a.2	Extend a repeating pattern by adding at least two complete repetitions of the core to the pattern.

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Alignment ID	Alignment Text
K.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.
R.K.8.EKSP.9	use words to sequence events (e.g., before, after, and next)
K.3.1.4	bottom-to-top.
K.8	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
K.10	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.
MG.K.9	The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).
K.10.A	Compare and order objects according to their attributes.
K.10.C	Recognize attributes (length, height, weight, temperature) that can be measured.
K.10.1	Compare and describe lengths of two objects (as shorter or longer), using direct comparison or nonstandard units of measure (e.g., foot length, hand span, new pencil, paper clip, block).
K.9.a.1	Compare and describe lengths of two objects as longer or shorter, using direct comparison (e.g., the bus is longer than the car).

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Alignment ID	Alignment Text
K.7.a.1	Describe the attributes (e.g., color, relative size) of a penny, nickel, dime, and quarter.
K.15.1	Sort objects into appropriate groups (categories) based on one attribute.
K.12	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
MG.K.10.c	describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
K.3.1.a	left-to-right;
K.3.1.b	right-to-left;
K.3.1.c	top-to-bottom; and/or
K.3.1.d	bottom-to-top.
K.12.A	Use a variety of skills that relate to direction, distance, and position in space in order to enhance their navigation skills.
K.12.1	Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.

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Alignment ID	Alignment Text
K.10.a.7	Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space. (c)
K.10.a.8	Describe the location of one object relative to another, using the terms above, below, and next to. (c)
MG.K.10.a	identify and describe plane figures (circle, triangle, square, and rectangle);
MG.K.10.b	compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
K.11.B	Develop an understanding of the shapes of geometric figures by using various methods.
K.13.1	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).
K.13.2	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.
K.11.6	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.
K.10.a.4	Compare and group plane figures (circle, triangle, square, and rectangle) according to their relative sizes (smaller, larger). (b)
K.10.a.5	Compare and group plane figures (circle, triangle, square, and rectangle) according to their shapes. (b)

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Alignment ID	Alignment Text
6.f	Copy various words associated with people or objects within the child's environment.
R.K.5.a	Identify common signs and logos.
K.4.D	Understand that numeric relationships include one more than, one less than, two more than, two less than, etc.
K.4.3	Recognize the relationship of one more than and one less than a number using objects (i.e., five and one more is six; and one less than ten is nine).
K.14.E	Relate their ideas about the data to concepts such as part-part-whole and number relationships.
K.15	The student will sort and classify objects according to attributes.
PFA.K.12	The student will sort and classify objects according to one attribute.
K.4.18	sort pictures or objects whose names share the same beginning or ending sound.
K.8.A	understand that vocabulary is made up of words and that words have meaning.
K.8.3	sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
K.8.4	use common adjectives to distinguish objects (e.g., the small red square; the shy white cat).
R.K.7.EKSP.3	sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent

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Alignment ID	Alignment Text
R.K.7.EKSP.6	identify real-life connections between words and their use (e.g., places that are loud)
K.17.1	Sort objects into appropriate groups (categories) based on one attribute, such as size, shape, or color.
K.17.2	Classify sets of objects into three groups (categories) of one attribute (e.g., for size — small, medium, and large).
K.15.A	Understand that the same set of objects can be sorted and classified in different ways.
K.15.2	Classify sets of objects into groups (categories) of one attribute.
K.15.3	Label attributes of a set of objects that has been sorted.
K.12.a.1	Identify the attributes of an object (e.g., color, size, shape, thickness).
K.12.a.2	Sort objects into appropriate groups (categories) based on one attribute (e.g., size – large bears and small bears).
K.12.a.3	Classify sets of objects into groups (categories) of one attribute.
K.12.a.4	Label attributes of a set of objects that has been sorted.
R.K.3.EKSP.13	identify pictures of objects whose names share the same beginning or ending sound
K.8.1	discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.

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Alignment ID	Alignment Text
R.K.7.EKSP.1	discuss meanings of specific words using synonyms and antonyms (e.g., This giraffe is tall. He can eat leaves on a tree. If he were short, he couldn't reach his food.)
K.4.1	focus on speech sounds.
K.5.8	match voice with print in syllables, words, and phrases.
4.c	Provide the most common sound for the majority of letters.
K.5.B	understand that there is a one-to-one correspondence between the spoken and written word.
4.a	Identify and name uppercase and lowercase letters in random order.
4.d	Begin to match uppercase and lowercase letters.
4.f	Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.
6.e	Begin to use correct manuscript letter and number formation.
4.b	Select a letter to represent a sound (8-10 letters)
R.K.4.EU.1	understand that all print materials in English follow similar patterns
R.K.4.EKSP.6	locate lines of text, words, letters, and spaces
R.K.4.EKSP.7	match voice with print in syllables, words, and phrases

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Alignment ID	Alignment Text
K.5.7	locate lines of text, words, letters, and spaces.
R.K.6.a	Identify and name the capital and lowercase letters of the alphabet.
K.7.1	recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
K.7.2	match uppercase and lowercase letter pairs.
R.K.6.EKSP.1	recognize capital and lowercase letters in sequence and in random order and name them rapidly
R.K.6.EKSP.2	match capital and lowercase letter pairs
K.7.5	write the grapheme (letter) that represents a spoken sound.
R.K.6.EKSP.6	write the letter or digraph that represents a spoken sound
K.11.A	understand that there are correct ways to write the manuscript letters of the alphabet.
K.11.C	understand that printing properly formed letters makes manuscript writing legible.
K.11.2	print upper- and lower-case letters of the alphabet legibly and independently.
K.11.3	use manuscript letter formation.
K.11.5	form the letters of and space their first and last names.

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Alignment ID	Alignment Text
K.12.2	write daily for a variety of purposes (e.g., practicing formation of alphabet letters, labeling, and journal writing).
W.K.10.a	Print capital and lowercase letters of the alphabet independently.
W.K.10.EU.1	understand that there are correct ways to write the manuscript letters of the alphabet
W.K.10.EU.3	understand that printing properly formed letters makes manuscript writing legible.
W.K.10.EKSP.2	print capital and lowercase letters of the alphabet legibly and independently
W.K.10.EKSP.3	use manuscript letter formation
K.4.b	Identify and produce words that rhyme.
3.a	Identify words that rhyme and generate simple rhymes.
R.K.3.b	Identify and produce words that rhyme.
K.4.A	understand that words are made up of small units of sound and that these sounds can be blended to make a word.
R.K.3.EU.1	understand that words are made up of small units of sound and that these sounds can be blended to make a word
K.4.4	discriminate between large phonological units of running speech, sentences, words, and syllables.

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Alignment ID	Alignment Text
K.4.5	identify a word that rhymes with a spoken word.
R.K.3.EKSP.3	identify a word that rhymes with a spoken word
K.4.6	supply a word that rhymes with a spoken word.
R.K.3.EKSP.4	supply a word that rhymes with a spoken word
K.4.7	produce rhyming words and recognize pairs of rhyming words presented orally.
R.K.3.EKSP.5	produce rhyming words and recognize pairs of rhyming words presented orally
R.K.3.EKSP.6	generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
K.4.8	generate rhyming words based on a given rhyming pattern.
K.4.9	supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
K.2.b	Use number words.
K.2.1	understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.
R.K.7.EKSP.8	use number words in conversations
K.2.4	use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside).
R.K.7.EKSP.11	use words to show direction and location (e.g., on, off, in, out, over, under, between, and beside)
K.2.c	Use words to describe/name people, places, and things.
2.a	Use size, shape, color, and spatial words to describe people, places, and things.
K.2.2	use words to describe or name people, places, feelings, and things during partner and group activities and during teacher-directed instruction.
K.2.3	use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.
K.2.5	use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.
R.K.7.EKSP.9	use words to describe or name people, places, feelings, and things

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
R.K.7.EKSP.10	use size, shape, color, and spatial words to describe people, places, and things
K.4.b	Identify and produce words that rhyme.
K.4.e	Identify words according to shared beginning and/or ending sounds.
3.c	Successfully detect beginning sounds in words
R.K.3.b	Identify and produce words that rhyme.
K.4.A	understand that words are made up of small units of sound and that these sounds can be blended to make a word.
R.K.3.EU.1	understand that words are made up of small units of sound and that these sounds can be blended to make a word
K.4.4	discriminate between large phonological units of running speech, sentences, words, and syllables.
K.4.5	identify a word that rhymes with a spoken word.
R.K.3.EKSP.3	identify a word that rhymes with a spoken word
K.4.6	supply a word that rhymes with a spoken word.
R.K.3.EKSP.4	supply a word that rhymes with a spoken word
K.4.7	produce rhyming words and recognize pairs of rhyming words presented orally.

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
R.K.3.EKSP.5	produce rhyming words and recognize pairs of rhyming words presented orally
K.4.8	generate rhyming words based on a given rhyming pattern.
R.K.3.EKSP.6	generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
K.4.9	supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.
R.K.3.EKSP.11	recognize similarities and differences in beginning and ending sounds of words
K.4.14	recognize similarities and differences in beginning and ending sounds of words.
R.K.3.EKSP.12	produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/)
R.K.3.EKSP.13	identify pictures of objects whose names share the same beginning or ending sound
K.4.15.a	What is the beginning sound you hear?
K.4.15.b	What is the ending sound you hear?
K.4.16	produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/).
K.4.17	identify pictures of objects whose names share the same beginning or ending sound.

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
R.K.6.e	Identify final consonant sounds in one-syllable words.
R.K.8.EKSP.8	retell a story in own words using the characters, settings, and events in the correct sequence from beginning to end
R.K.8.EKSP.9	use words to sequence events (e.g., before, after, and next)
K.8.2	identify new meanings for familiar words and apply them accurately (e.g., knowing water as a drink and learning the verb water the flowers).
K.8.7	use newly learned words in literacy tasks.
R.K.8.EKSP.7	use vocabulary from a story in discussions and retellings
2.d	Participate in a wide variety of active sensory experiences to build vocabulary.
R.K.5.EKSP.1	recognize and identify a variety of environmental print
4.d	Read simple/familiar high-frequency words, including his or her name
K.2.A	understand that learning new words enhances communication.
K.3.7	listen to and discuss a variety of texts that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.
K.6.5	locate commonly used words and phrases in familiar text.

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Alignment ID	Alignment Text
K.6.6	recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)
K.2.g	Use vocabulary from other content areas.
K.6.d	Read his/her name and read fifteen meaningful, concrete words.
K.8.b	Develop vocabulary by listening to a variety of texts read aloud.
4.e	Read simple/familiar high-frequency words, including child's name.
R.K.3.e	Identify words according to shared beginning and/or ending sounds.
K.4.18	sort pictures or objects whose names share the same beginning or ending sound.
R.K.5.d	Read his/her name and commonly used high-frequency words.
R.K.5.EKSP.2	recognize and read a selection of high-frequency and sight words from familiar text (Each student may know a different set of words.)
R.K.5.EKSP.3	recognize and identify their own first and last names.
R.K.7.a	Discuss meanings of words.
K.8.A	understand that vocabulary is made up of words and that words have meaning.
R.K.7.b	Increase vocabulary by listening to a variety of texts read aloud.

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Alignment ID	Alignment Text
K.8.1	discuss meanings of specific words including synonyms and antonyms in partner, group and teacher-guided settings.
R.K.7.c	Use vocabulary from other content areas.
K.8.3	sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
R.K.7.d	Ask about words not understood.
K.8.4	use common adjectives to distinguish objects (e.g., the small red square; the shy white cat).
R.K.7.e	Use number words.
R.K.7.f	Use nouns to identify and name people, places, and things.
K.8.6	identify real-life connections between words and their use (e.g., places that are loud).
R.K.7.g	Use adjectives to describe location, size, color, and shape.
R.K.7.h	Use verbs to identify actions.
R.K.7.EU.1	understand that vocabulary is made up of words and that words have meaning
R.K.7.EU.2	understand that learning new words enhances communication

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
R.K.7.EKSP.1	discuss meanings of specific words using synonyms and antonyms (e.g., This giraffe is tall. He can eat leaves on a tree. If he were short, he couldn't reach his food.)
R.K.7.EKSP.3	sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent
R.K.7.EKSP.4	use common adjectives to distinguish objects (e.g., the small red square; the shy white cat)
K.9.7	use vocabulary from a story in discussions and retellings.
R.K.7.EKSP.6	identify real-life connections between words and their use (e.g., places that are loud)
R.K.7.EKSP.7	use newly-learned words in literacy tasks

0545201144 **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
K.7.8	identify long and short sounds with common spellings for the five major vowels.
K.4.b	Identify and produce words that rhyme.
3.b	Identify words that rhyme, generate simple rhymes
R.K.3.b	Identify and produce words that rhyme.
K.4.A	understand that words are made up of small units of sound and that these sounds can be blended to make a word.
R.K.3.EU.1	understand that words are made up of small units of sound and that these sounds can be blended to make a word
K.4.4	discriminate between large phonological units of running speech, sentences, words, and syllables.
K.4.5	identify a word that rhymes with a spoken word.
R.K.3.EKSP.3	identify a word that rhymes with a spoken word
K.4.6	supply a word that rhymes with a spoken word.
R.K.3.EKSP.4	supply a word that rhymes with a spoken word
R.K.3.EKSP.5	produce rhyming words and recognize pairs of rhyming words presented orally

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Alignment ID	Alignment Text
K.4.7	produce rhyming words and recognize pairs of rhyming words presented orally.
R.K.3.EKSP.6	generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text
K.4.8	generate rhyming words based on a given rhyming pattern.
K.4.9	supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.
4.d	Begin to match uppercase and lowercase letters.
4.f	Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.
K.7.2	match uppercase and lowercase letter pairs.
R.K.6.EKSP.2	match capital and lowercase letter pairs
K.4.e	Identify words according to shared beginning and/or ending sounds.
K.7.c	Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
K.7.d	Identify beginning consonant sounds in single-syllable words.
K.12.c	Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.

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Alignment ID	Alignment Text
3.d	Successfully detect beginning sounds in words.
4.a	Identify and name uppercase and lowercase letters in random order.
4.c	Provide the most common sound for the majority of letters.
3.a	Discriminate similarities and differences in sounds (environmental, letter)
3.c	Successfully detect beginning sounds in words
4.b	Select a letter to represent a sound (8-10 letters)
R.K.3.e	Identify words according to shared beginning and/or ending sounds.
K.4.1	focus on speech sounds.
K.4.13	recognize how phonemes sound when spoken in isolation.
R.K.3.EKSP.11	recognize similarities and differences in beginning and ending sounds of words
R.K.3.EKSP.12	produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/)
K.4.14	recognize similarities and differences in beginning and ending sounds of words.
R.K.3.EKSP.13	identify pictures of objects whose names share the same beginning or ending sound

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Alignment ID	Alignment Text
K.4.15.a	What is the beginning sound you hear?
K.4.15.b	What is the ending sound you hear?
K.4.16	produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/).
K.4.17	identify pictures of objects whose names share the same beginning or ending sound.
K.4.18	sort pictures or objects whose names share the same beginning or ending sound.
R.K.4.EU.1	understand that all print materials in English follow similar patterns
K.4.22	substitute the beginning consonant to make a new word (e.g., the teacher asks the student to say cat, but in the place of /c/ she asks them to say /b/, and the student responds with bat).
K.5.A	understand that all print materials in English follow similar patterns.
K.5.B	understand that there is a one-to-one correspondence between the spoken and written word.
R.K.4.EKSP.6	locate lines of text, words, letters, and spaces
R.K.4.EKSP.7	match voice with print in syllables, words, and phrases
K.5.7	locate lines of text, words, letters, and spaces.
K.5.8	match voice with print in syllables, words, and phrases.

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Alignment ID	Alignment Text
R.K.6.a	Identify and name the capital and lowercase letters of the alphabet.
R.K.6.b	Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
R.K.6.c	Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
R.K.6.d	Identify initial consonant sounds in one-syllable words.
K.7.A	understand that there is a one-to-one correspondence between spoken and written words.
R.K.6.e	Identify final consonant sounds in one-syllable words.
K.7.B	understand that written words are composed of letters that represent specific sounds.
K.7.1	recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
R.K.6.EU.2	understand that written words are composed of letters that represent specific sounds.
R.K.6.EKSP.1	recognize capital and lowercase letters in sequence and in random order and name them rapidly
K.7.3	produce the usual sounds of consonants, short vowels and initial consonant digraphs.
R.K.6.EKSP.3	differentiate between vowels and consonants
R.K.6.EKSP.4	produce the sounds of consonants, short vowels, and initial consonant digraphs

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Alignment ID	Alignment Text
K.7.5	write the grapheme (letter) that represents a spoken sound.
K.7.6	use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
K.7.7	isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top).
R.K.6.EKSP.6	write the letter or digraph that represents a spoken sound
R.K.6.EKSP.7	use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant
K.7.9	distinguish between similarly spelled words by identifying sounds of the letters that differ.
R.K.6.EKSP.8	isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top)
R.K.6.EKSP.9	identify short sounds with common spellings for the five major vowels.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
K.7.a	Identify and name the uppercase and lowercase letters of the alphabet.
4.a	Identify and name uppercase and lowercase letters in random order.
4.d	Begin to match uppercase and lowercase letters.
4.f	Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.
R.K.6.a	Identify and name the capital and lowercase letters of the alphabet.
K.7.1	recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order.
K.7.2	match uppercase and lowercase letter pairs.
R.K.6.EKSP.1	recognize capital and lowercase letters in sequence and in random order and name them rapidly
R.K.6.EKSP.2	match capital and lowercase letter pairs
K.7.c	Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
3.c	Begin to produce consonant letter sounds in isolation.
4.b	Identify the letter that represents a spoken sound.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
4.c	Provide the most common sound for the majority of letters.
3.a	Discriminate similarities and differences in sounds (environmental, letter)
K.4.A	understand that words are made up of small units of sound and that these sounds can be blended to make a word.
R.K.3.EU.1	understand that words are made up of small units of sound and that these sounds can be blended to make a word
K.4.1	focus on speech sounds.
K.4.4	discriminate between large phonological units of running speech, sentences, words, and syllables.
K.4.13	recognize how phonemes sound when spoken in isolation.
R.K.4.EKSP.6	locate lines of text, words, letters, and spaces
R.K.4.EKSP.7	match voice with print in syllables, words, and phrases
K.5.7	locate lines of text, words, letters, and spaces.
K.5.8	match voice with print in syllables, words, and phrases.
R.K.6.b	Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.

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Alignment ID	Alignment Text
R.K.6.c	Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
K.7.B	understand that written words are composed of letters that represent specific sounds.
R.K.6.EU.2	understand that written words are composed of letters that represent specific sounds.
K.7.3	produce the usual sounds of consonants, short vowels and initial consonant digraphs.
R.K.6.EKSP.3	differentiate between vowels and consonants
R.K.6.EKSP.4	produce the sounds of consonants, short vowels, and initial consonant digraphs
K.7.5	write the grapheme (letter) that represents a spoken sound.
K.7.6	use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant.
R.K.6.EKSP.6	write the letter or digraph that represents a spoken sound
K.7.8	identify long and short sounds with common spellings for the five major vowels.
R.K.6.EKSP.7	use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant
K.7.9	distinguish between similarly spelled words by identifying sounds of the letters that differ.

0545201136 **Scholastic Success With Vowels**

Alignment ID	Alignment Text
R.K.6.EKSP.9	identify short sounds with common spellings for the five major vowels.

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
NS.1.1.b	write the numerals 0 to 110 in sequence and out-of-sequence;
1.1.B	Write numerals correctly.
1.1.4	Write each numeral from 0 to 100.
1.1.5	Read two-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number.
1.16	The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.
PFA.1.13	The student will sort and classify concrete objects according to one or two attributes.
1.20.1	Sort and classify objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, or thickness.
1.16.1	Sort and classify objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, or thickness.
1.13.a.1	Sort and classify concrete objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, and/or thickness (e.g., sort a set of objects that are both red and thick).
1.13.a.2	Label attributes of a set of objects that has been sorted.

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

Alignment ID	Alignment Text
1.13.a.3	Name multiple ways to sort a set of objects.
NS.1.1.a	count forward orally by ones to 110, starting at any number between 0 and 110;
NS.1.2.b	compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and
NS.1.2.c	order three or fewer sets from least to greatest and greatest to least.
1.1.3	Count a randomly placed collection of objects containing between 1 and 100 items and write the corresponding numeral.
1.1.2	Use the correct oral counting sequence to tell how many objects are in a set.
1.2.2	Demonstrate a one-to-one correspondence when counting by ones with concrete objects or representations.
1.1.a.2	Use the oral counting sequence to tell how many objects are in a set. (a)
1.1.a.3	Write numerals 0-110 in sequence and out of sequence. (b)
1.2.a.2	Write the numeral that corresponds to the total number of objects in a given collection of up to 110 objects that have been grouped into sets of tens and ones. (a)
1.8.a.1	Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less.

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Alignment ID	Alignment Text
1.8.a.2	Group a collection of pennies by fives and tens as a way to determine the value. The total value of the collection is 100 cents or less.
1.8.a.4	Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less.
1.5.1	Count an ordered set of objects, using the ordinal number words first through tenth.
1.12	The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.
MG.1.11.a	identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and
MG.1.11.b	identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.
1.16.A	Develop strategies to sort and/or group plane geometric figures and refine the vocabulary used to explain their strategies.
1.16.2	Describe triangles, squares, and rectangles by the number of sides, corners, and square corners.
1.16.4	Identify the name of the shape when given information about the number of sides, corners, and/or square corners.
1.20.A	Understand the same set of objects can be sorted and classified in different ways.

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Alignment ID	Alignment Text
1.12.4	Sort plane geometric figures into appropriate subsets (categories) based on characteristics (number of sides, vertices, angles, curved, etc.).
1.12.5	Identify the name of the geometric figure when given information about the number of sides, vertices, and right angles.
1.11.a.1	Identify the name of the plane figure when given information about the number of sides, vertices, and angles. (a)
1.11.a.6	Sort plane figures based on their characteristics (number of sides, vertices, angles, curved, etc.). (a)
1.11.a.7	Identify and describe representations of circles, squares, rectangles, and triangles, regardless of orientation, in different environments and explain reasoning. (b)
1.21.1	Recognize the pattern in a given rhythmic, color, shape, or numerical sequence.
1.21.2	Describe the pattern in a given rhythmic, color, shape, or numerical sequence.
1.21.5	Create an arithmetic number pattern, using a calculator (e.g., when skip counting by fives, use the constant feature on the calculator by pressing 5 + 5 = = = ... to produce the pattern 5, 10, 15, 20, ...).
1.17	The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.
PFA.1.14	The student will identify, describe, extend, create, and transfer growing and repeating patterns.

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Alignment ID	Alignment Text
1.21.A	Understand that patterns are a way to recognize order, to organize their world, and to predict what comes next in an arrangement.
1.21.B	Analyze how both repeating and growing patterns are generated.
1.21.3	Extend a pattern, using manipulatives, geometric figures, numbers, or calculators.
1.21.4	Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2, …).
1.17.A	Understand that patterns are a way to recognize order, to organize their world, and to predict what comes next in an arrangement.
1.17.B	Recognize and state the core of a pattern.
1.17.C	Analyze how both repeating and growing patterns are generated.
1.17.1	Recognize the pattern in a given rhythmic, color, geometric figure, or numerical sequence.
1.17.2	Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence in terms of the core (the part of the sequence that repeats).
1.17.3	Extend a pattern, using manipulatives, geometric figures, numbers, or calculators.
1.17.5	Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2, …).

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Alignment ID	Alignment Text
1.14.a.1	Identify the pattern in a given rhythmic, color, geometric figure, or numerical sequence.
1.14.a.2	Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence in terms of the core (the part of the sequence that repeats).
1.14.a.3	Extend a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators.
1.14.a.4	Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing patterns 2, 3, 2, 4, 2, 5, 2, 6, 2,...).
1.2	The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.
NS.1.1.d	count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110.
1.2.A	Understand that collections of objects can be grouped and skip counting can be used to count the collection.
1.2.B	Describe patterns in counting by ones (both forward and backward) and skip counting and use those patterns to predict the next number in the counting sequence.
1.2.1	Count by ones, twos, fives, and tens to 100, using concrete objects, such as counters, connecting cubes, pennies, nickels, and dimes.
1.2.3	Skip count orally by twos, fives and tens to 100 starting at various multiples of 2, 5, or 10.

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Alignment ID	Alignment Text
1.1.a.5	Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. (d)
1.8.a.3	Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less.
1.5.C	Develop fluency with basic number combinations for addition and subtraction.
1.18.2	Recognize that the equations 4 + 2 = 2 + 4 and 6 + 1= 4 + 3 represent the relationship between two expressions of equal value.
1.5	The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.
1.6	The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.
CE.1.6	The student will create and solve single-step story and picture problems using addition and subtraction within 20.
CE.1.7.b	demonstrate fluency with addition and subtraction within 10.
1.9.1	Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 10 or less and the corresponding subtraction facts).
1.9.2	Identify a correct number sentence to solve an oral or written story or picture problem, selecting from among basic addition and subtraction facts.

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Alignment ID	Alignment Text
1.5.2	Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts.
1.5.3	Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
1.6.a.1	Create and solve single-step oral or written story and picture problems, using addition and subtraction within 20.
1.7.a.3	Demonstrate fluency with addition and subtraction within 10. (b)
1.7.a	identify the number of pennies equivalent to a nickel, a dime, and a quarter; and
MG.1.8	The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.
1.10.4	Count by ones to determine the total value of a collection of pennies whose total value is 100 cents or less.
1.10.5	Count by fives to determine the total value of a collection of nickels whose total value is 100 cents or less.
1.10.6	Count by tens to determine the total value of a collection of dimes whose total value is 100 cents or less.
1.7.1	Identify the value of a nickel, a dime, and a quarter in terms of pennies.

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Alignment ID	Alignment Text
1.7.2	Recognize the characteristics of pennies, nickels, and dimes (e.g., color, size).
1.7.3	Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less.
1.7.4	Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less.
1.7.5	Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less.
1.7.6	Count by ones, fives, and tens to determine the value of a collection of pennies and nickels, pennies and dimes, and nickels and dimes whose total value is 100 cents or less.
1.7.7	Count by ones, fives, and tens to determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.
1.9	The student will use nonstandard units to measure length, weight/mass, and volume.
1.12.A	Understand how to measure length and weight, using nonstandard units of measure.
1.12.1	Measure the length of objects, using nonstandard units (e.g., connecting cubes, paper clips, erasers).
1.9.B	Understand how to measure length, weight/mass, and volume using various nonstandard units of measurement.
1.10.a.1	Measure the length of objects, using various nonstandard units (e.g., connecting cubes, paper clips, erasers).
MG.1.10	The student will use nonstandard units to measure and compare length, weight, and volume.

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Alignment ID	Alignment Text
1.13.A	Understand how to fill containers with objects to determine their volume and compare the volumes two containers.
1.13.1	Compare the volumes of two containers to determine if the volume of one is greater than, less than, or the same as the other, using nonstandard units of measure (e.g., a spoonful, scoopful, or teacupful).
1.13.2	Compare the volumes of two containers to determine if the volume of one is greater than, less than, or the same as the other by pouring the contents of one container into the other.
1.14.A	Understand that a balance beam can be used to compare the weights of two objects.
1.14.1	Compare the weights of two objects, using the terms lighter, heavier, or the same, using a balance scale.
1.9.A	Understand that measurement involves comparing an attribute of an object to the same attribute of the unit of measurement (e.g., the length of a cube measures the length of a book. The weight/mass of the cube measures the weight/mass of the book. The volume of the cube measures the volume of a book).
1.10.A	Understand how to fill containers with objects to determine their volume and compare the volumes of two containers.
1.10.B	Understand that a balance scale can be used to compare the weights of two objects using the terms more, less, or equivalent.
1.10.1	Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other, using nonstandard units of measure (e.g., a spoonful or scoopful).

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Alignment ID	Alignment Text
1.10.2	Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other by pouring the contents of one container into the other.
1.10.3	Compare the weight/mass of two objects, using the terms lighter, heavier, or the same, using a balance scale. The pan containing less weight/mass will rise and the pan containing more weight/mass will fall. If the objects are of equivalent weight/mass, the two pans will balance.
1.10.a.2	Compare the length of two objects, using the terms longer/shorter, taller/shorter, or same as.
1.10.a.5	Compare the weight of two objects, using the terms lighter, heavier, or the same, using a balance scale.
1.10.a.7	Compare the volumes of two containers to determine whether the volume of one is more, less, or equivalent to the other, using nonstandard units of measure (e.g., a spoonful or scoopful of rice, sand, jelly beans).
1.10.a.8	Compare the volumes of two containers to determine whether the volume of one is more, less, or equivalent to the other by pouring the contents of one container into the other.
1.15.3	Find answers to questions, using graphs (e.g., “Which category has more?”, “How many more?”, and “How many in all?”).
1.14	The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs.
PS.1.12.a	collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and

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Alignment ID	Alignment Text
PS.1.12.b	read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to.
1.15.B	Understand that data can be analyzed and interpreted, using the terms more, less, fewer, greater than, less than, and equal to.
1.12.a.2	Represent data in tables, picture graphs, and object graphs. (a)
1.12.a.3.1	Read the graph to determine the categories of data and the data as a whole (e.g., the total number of responses) and its parts (e.g., 15 people are wearing sneakers); and
1.12.a.3.2	Interpret the data that represents numerical relationships, to include using the words more, less, fewer, greater than, less than, and equal to. (b)
1.3	The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.
NS.1.4.b	represent and name fractions for halves and fourths, using models.
CE.1.7.a	recognize and describe with fluency part-whole relationships for numbers up to 10; and
1.6.1	Represent a whole to show it having two equal parts.
1.6.2	Represent a whole to show it having four equal parts.
1.6.3.a	region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings); and

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Alignment ID	Alignment Text
1.6.3.b	measurement models (e.g., cuisenaire rods, connecting cubes, fraction strips, drawings).
1.3.B	Understand that fractional parts are equal shares of a whole.
1.3.C	Understand that the fraction name (half, third, fourth) tells the number of equal parts in the whole.
1.3.1	Represent a whole to show it having two equal parts and identify one-half (1/2), and two halves (2/2).
1.3.2	Represent a whole to show it having three equal parts and identify one-third (1/3), two-thirds (2/3) and three-thirds (3/3).
1.3.3	Represent a whole to show it having four equal parts and identify one-fourth (1/4), two-fourths (2/4), three-fourths (3/4) and four-fourths (4/4).
1.3.4	Identify and model halves, thirds, and fourths of a whole, using the set model (e.g., connecting cubes and counters), and region/area models (e.g., pie pieces, pattern blocks, geoboards, paper folding, and drawings).
1.3.5	Name and write fractions represented by drawings or concrete materials for halves, thirds, and fourths.
1.3.6	Represent a given fraction using concrete materials, pictures, and symbols for halves, thirds, and fourths. For example, write the symbol for one-fourth, and represent it with concrete materials and pictures.
1.4.a.3	Describe shares as equal pieces or parts of the whole (e.g., halves, fourths), when given a practical situation. (a)

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Alignment ID	Alignment Text
1.4.a.4	Represent halves and fourths of a whole, using a region/area model (e.g., pie pieces, pattern blocks, paper folding, and drawings). (b)
1.4.a.5	Name fractions represented by drawings or concrete materials for halves and fourths. (b)
1.9.a.4	Match a written time (e.g., 1:00, 3:30, 11:00) to the time shown on a digital and analog clock to the hour and half-hour. (a)
1.8	The student will tell time to the half-hour, using analog and digital clocks.
MG.1.9.a	tell time to the hour and half-hour, using analog and digital clocks; and
MG.1.9.b	read and interpret a calendar.
1.11.1	Tell time shown on an analog clock to the half hour.
1.11.2	Tell time shown on a digital clock to the half hour.
1.11.3	Match a written time to the time shown on a digital or analog clock to the half hour.
1.8.A	Understand how to tell time to the half-hour, using an analog and digital clock.
1.8.1	Tell time shown on an analog clock to the half-hour.
1.8.2	Tell time shown on a digital clock to the half-hour.
1.8.3	Match a written time to the time shown on a digital and analog clock to the half-hour.

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

Alignment ID	Alignment Text
1.11.A	Understand how to use a calendar as a way to measure time.
1.9.a.1	Identify different types of clocks (analog and digital) as instruments to measure time. (a)
1.9.a.2	Tell time shown on an analog clock to the hour and half-hour. (a)
1.9.a.3	Tell time shown on a digital clock to the hour and half-hour. (a)

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
NS.2.1.b	identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;
NS.2.2.a	count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;
2.10.1	Determine the missing number in a number sentence (e.g., 3 + __ = 5 or __+ 2 = 5; 5 – __ = 3 or 5 – 2 = __).
2.26.C	Understand how to write missing-addend sentences.
NS.2.2.c	use objects to determine whether a number is even or odd.
2.5.7	Use objects to determine whether a number is odd or even.
2.2.a.8	Use objects to determine whether a number is even or odd (e.g., dividing collections of objects into two equal groups or pairing objects). (c)
2.4.F	Understand that every counting number is either even or odd.
2.4.5	Use objects to determine whether a number is odd or even.
NS.2.3.a	count and identify the ordinal positions first through twentieth, using an ordered set of objects; and
NS.2.3.b	write the ordinal numbers 1st through 20th.
2.3.3.a	left to right;

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

Alignment ID	Alignment Text
2.3.3.b	right to left;
2.3.3.c	top to bottom; and
2.3.3.d	bottom to top.
2.2.3.1	left to right;
2.2.3.2	right to left;
2.2.3.3	top to bottom; and
2.2.3.4	bottom to top.
2.3.a.1	Count an ordered set of objects, using the ordinal number words first through twentieth. (a)
2.3.a.2.1	left to right;
2.3.a.2.2	right to left;
2.3.a.2.3	top to bottom; and
2.3.a.2.4	bottom to top.
2.3.a.3	Write 1st, 2nd, 3rd, through 20th in numerals. (b)

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

Alignment ID	Alignment Text
2.1.c	compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).
NS.2.1.c	compare and order whole numbers between 0 and 999; and
MG.2.7.a	count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and
PFA.2.17	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.
2.2.1	Identify numbers that are greater than or less than a given number between 0 and 999.
2.11.3	Compare the values of two sets of coins and one-dollar bills (each set having a total value of $2.00 or less), using the terms greater than, less than, or equal to.
2.11.4	Simulate everyday opportunities to count and compare a collection of coins and one-dollar bills whose total value is $2.00 or less.
2.1.E	Understand the relative magnitude of numbers by comparing numbers.
2.1.8	Compare two numbers between 0 and 999 represented pictorially or with concrete objects (e.g., Base -10 blocks), using the words greater than, less than or equal to.
2.1.a.8	Compare two numbers between 0 and 999 represented with concrete objects, pictorially or symbolically, using the symbols (>, <, or =) and the words greater than, less than or equal to. (c)

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

Alignment ID	Alignment Text
2.1.a.9	Order three whole numbers between 0 and 999 represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least. (c)
2.3.5	Compare unit fractions (1/2, 1/3, 1/4, 1/6, 1/8, and 1/10) using the words greater than, less than or equal to and the symbols (>, <, =).
2.4.a.6	Compare unit fractions for halves, fourths, eighths, thirds, and sixths, using words (greater than, less than or equal to) and symbols (>, <, =), with models. (c)
2.10.3	Simulate everyday opportunities to count and compare a collection of coins and one-dollar bills whose total value is $2.00 or less.
2.7.a.3	Compare the values of two sets of coins and one-dollar bills (each set having a total value of $2.00 or less), using the terms greater than, less than, or equal to. (a)
2.17.a.6	Use a model to represent the relationship of two expressions of equal value and two expressions that are not equivalent.
NS.2.1.a	read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;
2.1.B	Understand that numbers are written to show how many hundreds, tens, and ones are in the number.
2.1.1	Demonstrate the understanding of the ten-to-one relationships among ones, tens, and hundreds, using manipulatives (e.g., beans and cups, Base-10 blocks, bundles of 10 sticks).
2.1.2	Determine the place value of each digit in a three-digit numeral presented as a pictorial representation (e.g., a picture of Base-10 blocks) or as a physical representation (e.g., actual Base-10 blocks).

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Alignment ID	Alignment Text
2.1.5	Identify the place value (ones, tens, hundreds) of each digit in a three-digit numeral.
2.1.6	Determine the value of each digit in a three-digit numeral (e.g., in 352, the 5 represents 5 tens and its value is 50).
2.1.a.1	Demonstrate understanding of the ten-to-one relationships among ones, tens, and hundreds, using manipulatives. (a)
2.1.a.4	Identify and write the place (ones, tens, hundreds) of each digit in a three-digit numeral. (a)
2.1.a.5	Determine the value of each digit in a three-digit numeral (e.g., in 352, the 5 represents 5 tens and its value is 50). (a)
2.1.a.6	Use models to represent numbers in multiple ways, according to place value (e.g., 256 can be 1 hundred, 14 tens, and 16 ones, 25 tens and 6 ones, etc.). (a)
2.1.a.7	Use place value understanding to identify the number that is 10 more, 10 less, 100 more, or 100 less than a given number, up to 999. (b)
2.25.A	Understand patterns are a way to recognize order and to predict what comes next in an arrangement.
2.25.B	Analyze how both repeating and growing patterns are generated.
2.25.5	Recognize the same pattern in different manifestations.
2.20.B	Analyze how both repeating and growing patterns are generated.

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Alignment ID	Alignment Text
2.20.5	Recognize the same pattern in different manifestations.
2.16.a.1	Identify a pattern as growing or repeating.
2.16.a.2	Describe the core (the part of the sequence that repeats) of a given repeating pattern.
2.16.a.4	Create a growing or repeating pattern, using objects, pictures, or numbers.
2.16.a.5	Extend a given pattern, using objects, pictures, or numbers.
2.16.a.6	Transfer a given growing or repeating pattern from one form to another using objects, pictures, or numbers.
2.12.a.3	Determine a line of symmetry that results in two figures that have the same size and shape and explain reasoning. (a, b)
2.20	The student will identify, create, and extend a wide variety of patterns.
PFA.2.16	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.
2.25.1	Identify a growing and/or repeating pattern from a given geometric or numeric sequence.
2.25.2	Predict the next number, geometric figure, symbol, or object in a given pattern.
2.25.3	Extend a given pattern, using numbers, geometric figures, symbols, or objects.

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Alignment ID	Alignment Text
2.25.4	Create a new pattern, using numbers, geometric figures, symbols, or objects.
2.2.a.1	Determine patterns created by counting by twos, fives, and tens to 120 on number charts. (a)
2.2.a.3	Skip count by twos, fives, and tens to 120 from various multiples of 2, 5 or 10, using manipulatives, a hundred chart, mental mathematics, a calculator, and/or paper and pencil. (a)
2.20.2	Predict the next number, geometric figure, symbol, picture, or object in a given pattern.
2.20.3	Extend a given pattern, using numbers, geometric figures, symbols, pictures, or objects.
2.20.4	Create a new pattern, using numbers, geometric figures, pictures, symbols, or objects.
2.15.b	identify and create figures with at least one line of symmetry.
2.16	The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).
MG.2.12.b	identify and create figures with at least one line of symmetry.
MG.2.13	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).
2.20.A	Understand the differences between two-dimensional (plane) and three-dimensional (solid) figures while recognizing the commonalities of the two.
2.16.B	Understand that a solid figure is made up of a set of plane figures.

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Alignment ID	Alignment Text
2.20.1	Identify a growing and/or repeating pattern from a given geometric or numeric sequence.
2.12.a.1	Draw a line of symmetry in a figure. (a)
2.12.a.2	Identify figures with at least one line of symmetry, using various concrete materials (e.g., mirrors, paper folding, pattern blocks). (b)
2.13.a.1	Determine similarities and differences between related plane and solid figures (circles/spheres, squares/cubes, rectangles/rectangular prisms), using models and cutouts.
2.13.a.3	Identify and describe plane figures (circles, squares, and rectangles), according to their characteristics (number of sides, vertices, and angles). Squares and rectangles have four right angles.
2.13.a.4	Identify and describe solid figures (spheres, cubes, and rectangular prisms), according to the shape of their faces, number of edges, and number of vertices, using models.
2.13.a.5	Compare and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms) according to their characteristics (number and shape of their faces, edges, vertices, and angles).
2.6.D	Develop flexible methods of adding whole numbers by combining numbers in a variety of ways to find the sum, most depending on place values.
2.7.2	Estimate the sum of two whole numbers whose sum is 99 or less and recognize whether the estimation is reasonable.
2.6.5	Solve problems, using mental computation strategies, involving addition of two whole numbers whose sum is 99 or less.

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Alignment ID	Alignment Text
2.5	The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.
2.9	The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.
2.21	The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.
CE.2.5.b	demonstrate fluency with addition and subtraction within 20.
2.6.2	Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
2.10.2	Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 – 4 = 3 and 7 – 3 = 4).
2.26.A	Use mathematical models to represent and understand quantitative relationships.
2.26.1	Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g., 3 + __ = 7, or 9 – __ = 2).
2.5.B	Develop fluency in recalling facts for addition and subtraction.
2.5.a.3	Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 – 4 = 3 and 7 – 3 = 4). (b)

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Alignment ID	Alignment Text
2.21.1	Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g., 3 + __ = 7, or 9 − __ = 2).
2.8.5	Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.
2.6.1	Regroup 10 ones for 1 ten, using Base-10 models, when finding the sum of two whole numbers whose sum is 99 or less.
2.7.D	Develop flexible methods of subtracting whole numbers to find the difference, by combining numbers in a variety of ways, most depending on place values.
2.7.1	Regroup 1 ten for 10 ones, using Base-10 models, such as Base-10 blocks and bundles of tens.
2.7.5	Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.
2.22	The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent.
2.26.2	Create a story problem for a given numerical sentence.
2.5.a.2	Determine the missing number in an equation (number sentence) (e.g., 3 + __ = 5 or __ + 2 = 5; 5 – __ = 3 or 5 – 2 =__). (a)
2.21.2	Create a story problem for a given numerical sentence.

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Alignment ID	Alignment Text
2.22.A	Understand that the equal symbol means equivalent (same as) quantities.
2.22.1	Identify the equality (=) and inequality (≠) symbols.
2.22.2	Identify equivalent values and equations. (e.g., 8 = 8 and 8 = 4 + 4)
2.22.4	Identify and use the appropriate symbol to distinguish between equal and not equal quantities. (e.g., 8 + 2 = 7 + 3 and 1 + 4 ≠ 6 + 2)
CE.2.6.b	determine sums and differences, using various methods; and
CE.2.6.c	create and solve single-step and two-step practical problems involving addition and subtraction.
2.5.a.4	Demonstrate fluency with addition and subtraction within 20. (b)
2.6.a.3	Determine the sum of two whole numbers whose sum is 99 or less, using various methods. (b)
2.6.a.4	Determine the difference of two whole numbers each 99 or less, using various methods. (b)
2.6.a.5	Create and solve single-step practical problems involving addition or subtraction. (c)
2.6.a.6	Create and solve two-step practical problems involving addition, subtraction, or both addition and subtraction. (c)
2.12	The student will tell and write time to the nearest five minutes, using analog and digital clocks.
MG.2.9	The student will tell time and write time to the nearest five minutes, using analog and digital clocks.

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Alignment ID	Alignment Text
2.16.A	Apply an appropriate technique to determine time to the quarter hour, using analog and digital clocks.
2.16.1	Show and tell time to the quarter hour, using a model analog clock.
2.16.2	Write the time indicated on a digital clock to the nearest quarter hour.
2.16.3	Write the time indicated on an analog clock to the nearest quarter hour.
2.16.4	Match a written time to a time shown on a clock face to the quarter hour.
2.12.B	Demonstrate an understanding of counting by fives to predict five minute intervals when telling time to the nearest five minutes.
2.9.a.1	Show, tell, and write time to the nearest five minutes, using an analog and digital clock.
2.9.a.2	Match a written time (e.g., 4:20, 10:05, 1:50) to a time shown on a clock face to the nearest five minutes.
2.9.a.3	Match the time (to the nearest five minutes) shown on a clock face to a written time.
MG.2.8.a	length to the nearest inch; and
2.12.A	Understand how to estimate linear measures and how to use a ruler to determine a linear measure to the nearest centimeter and inch.
2.12.1	Identify an inch as a U.S. customary unit for measuring length.

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Alignment ID	Alignment Text
2.12.2	Estimate and measure the length of various line segments and objects to the nearest inch.
2.12.4	Estimate and measure the length of various line segments and objects to the nearest centimeter.
2.11.A	Understand that centimeters/inches are units used to measure length.
2.11.B	Understand how to estimate and measure to determine a linear measure to the nearest centimeter and inch.
2.11.D	Understand how to use a scale to determine the weight/mass of an object and use the appropriate unit for measuring weight/mass.
2.11.1	Estimate and measure the length of various line segments and objects to the nearest inch and centimeter.
2.8.a.2	Estimate and then measure the length of various line segments and objects to the nearest inch using a ruler. (a)
2.15.A	Understand how to use a scale to determine the weight/mass of an object and use the appropriate unit for measuring weight/mass.
2.15.1	Identify a pound as the U.S. customary unit for measuring weight.
2.12.5	Measure each side of a variety of concrete polygons and add them to determine the distance around the polygon (its perimeter).

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Alignment ID	Alignment Text
2.12.6	Determine the distance around a polygon (its perimeter), given the measurements of the sides in centimeters or inches.
2.8	The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs.
2.17	The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.
2.19	The student will analyze data displayed in picture graphs, pictographs, and bar graphs.
PS.2.15.a	collect, organize, and represent data in pictographs and bar graphs; and
PS.2.15.b	read and interpret data represented in pictographs and bar graphs.
2.9.1	Identify the appropriate data and the operation needed to solve an addition or subtraction problem where the data is presented in a simple table, picture graph, or bar graph.
2.9.2	Solve addition and subtraction problems requiring a one-step solution, using data from simple charts, picture graphs, bar graphs, and everyday-life situations.
2.9.3	Create a one-step addition or subtraction problem using data from simple tables, picture graphs, and bar graphs. For subtraction, the difference will be between two whole numbers each 99 or less.
2.23.A	Understand how data can be collected and organized in picture and bar graphs.
2.23.C	Understand that bar graphs can be used to compare categorical data.

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Alignment ID	Alignment Text
2.23.1	Read the information presented horizontally and vertically on a simple bar or picture graph.
2.23.3	Organize data, using lists, tables, objects, pictorial representations, tally marks, and charts, in order to construct a graph.
2.23.4	Represent data by constructing a simple picture or bar graph.
2.23.5	Label the axes on a bar graph, limiting the number of categories (categorical data) to four and the increments to multiples of whole numbers (e.g., multiples of 1, 2, or 5).
2.23.8	Select the best interpretation of a graph from a set of possible interpretations of the graph.
2.8.1	Identify the appropriate data and the operation needed to solve an addition or subtraction problem where the data are presented in a simple table, picture graph, or bar graph.
2.8.2	Solve addition and subtraction problems requiring a one- or two-step solution, using data from simple tables, picture graphs, bar graphs, and everyday life situations.
2.8.3	Create a one- or two-step addition or subtraction problem using data from simple tables, picture graphs, and bar graphs whose sum is 99 or less.
2.17.B	Understand how data can be collected and organized in picture graphs, pictographs, and bar graphs.
2.17.E	Understand that bar graphs can be used to compare categorical data.
2.17.1	Organize data from experiments, using lists, tables, objects, pictures, symbols, tally marks, and charts, in order to construct a graph.

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Alignment ID	Alignment Text
2.17.2	Read the information presented horizontally and vertically on picture graphs, pictographs, and bar graphs.
2.17.4	Represent data from experiments by constructing picture graphs, pictographs, and bar graphs.
2.17.5	Label the axes on a bar graph, limiting the number of categories (categorical data) to four and the increments to multiples of whole numbers (e.g., multiples of 1, 2, or 5).
2.19.A	Understand how to read the key used in a graph to assist in the analysis of the displayed data.
2.19.1.1	Describe the categories of data and the data as a whole (e.g., the total number of responses).
2.19.1.2	Identify parts of the data that have special characteristics, including categories with the greatest, the least, or the same.
2.19.2	Select the best analysis of a graph from a set of possible analyses of the graph.
2.15.a.2	Represent data in pictographs and bar graphs (limited to 16 or fewer data points for no more than four categories). (a)
NS.2.4.a	name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;
NS.2.4.b	represent fractional parts with models and with symbols; and
NS.2.4.c	compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.

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

Alignment ID	Alignment Text
2.4.3.a	region/area models (e.g., pie pieces, pattern blocks, geoboards);
2.4.3.b	sets (e.g., chips, counters, cubes); and
2.4.3.c	measurement models (e.g., fraction strips, cuisenaire rods, connecting cubes).
2.3.1	Recognize fractions as representing equal-size parts of a whole.
2.3.2	Identify the fractional parts of a whole or a set for 2/2,2/3, 3/4, 2/6, 7/8, 7/10, etc.
2.3.3	Identify the fraction names (halves, thirds, fourths, sixths, eighths, tenths) for the fraction notations 2/2, 2/3, 3/4, 2/6, 7/8, 7/10, etc.
2.3.4.1	region/area models (e.g., pie pieces, pattern blocks, geoboards);
2.3.4.2	sets (e.g., chips, counters, cubes); and
2.3.4.3	measurement models (e.g., fraction strips, rods, connecting cubes).
2.4.a.1	Recognize fractions as representing equal-size parts of a whole. (a)
2.4.a.2	Name and write fractions represented by a set model showing halves, fourths, eighths, thirds, and sixths. (a, b)
2.4.a.3	Name and write fractions represented by a region/area model showing halves, fourths, eighths, thirds, and sixths. (a, b)

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Alignment ID	Alignment Text
2.4.a.4	Name and write fractions represented by a length model showing halves, fourths, eighths, thirds, and sixths. (a, b)
2.4.a.5.1	region/area models (e.g., pie pieces, pattern blocks, geoboards);
2.4.a.5.2	sets (e.g., chips, counters, cubes); and
2.4.a.5.3	length/measurement models (e.g., fraction strips or bars, rods, connecting cube trains). (b)
2.4.a.7	Using same-size fraction pieces, from region/area models or length/measurement models, count the pieces (e.g., one-fourth, two-fourths, three-fourths, etc.) and compare those pieces to one whole (e. g., four-fourths will make one whole; one-fourth is less than a whole). (c)

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
3.1.A	Understand the relationships in the place-value system, where each place is ten times the value of the place to its right.
3.1.a.4	Determine the value of each digit in a six-digit whole number (e.g., in 165,724, the 7 represents 7 hundreds and its value is 700). (a)
3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
NS.3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
3.2.A	Understand that rounding gives an estimate to use when exact numbers are not needed for the situation at hand.
3.1.C	Understand that rounding gives an estimate to use when exact numbers are not needed for the situation.
3.1.5	Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand.
3.1.6	Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand.
3.1.a.5	Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand. (b)
3.1.a.6	Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand. (b)
3.17.b	construct a line plot, a picture graph, or a bar graph to represent the data; and

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Alignment ID	Alignment Text
PS.3.15.a	collect, organize, and represent data in pictographs or bar graphs; and
3.21.4	Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
3.21.5	Label bar graphs with a title, a description of each axis, and a key where appropriate. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
3.22.1	Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes, the key).
3.17.4	Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
3.17.7	Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
3.17.8	Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes).
3.17.9	Analyze and interpret information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.
3.15.a.5.1	Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10. (a)
3.15.a.6.1	Read the information presented on a bar or pictograph (e.g., the title, the categories, the description of the two axes). (b)

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Alignment ID	Alignment Text
3.17.c	read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.
PS.3.15.b	read and interpret data represented in pictographs and bar graphs.
3.22.3	Analyze and interpret information from simple picture and bar graphs, with data points limited to 16 and categories to 4, by writing at least one statement.
3.22.7	Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining three are incorrect. For example, a bar graph containing data on four types of eggs — scrambled, fried, hard boiled, and egg salad — eaten by students shows that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other type of eggs.
3.17.12	Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs — eaten by students show that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or prepare eggs.
3.15.a.7.3	Select a correct interpretation of a graph from a set of interpretations, where one is correct and the remaining are incorrect. (b)
3.12.B	Understand that decimal computation uses the same concepts as whole number-computation and is based on place-value concepts.
3.12.1	Add and subtract with decimals expressed as tenths, using concrete materials (e.g., grid paper, base -10 materials, and circular regions divided into tenths).

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Alignment ID	Alignment Text
3.8.4	Estimate and find the sum of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation.
3.3.a.3	Estimate the difference of two whole numbers, each 9,999 or less. (a)
3.3.a.5	Apply strategies, including place value and the properties of addition, to subtract two whole numbers, each 9,999 or less. (a, b)
CE.3.4.c	demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
3.4.a.2	Represent division using a variety of approaches and models (e.g., repeated subtraction, equal sharing, equal groups). (a)
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.
CE.3.4.a	represent multiplication and division through 10 × 10, using a variety of approaches and models;
CE.3.4.b	create and solve single-step practical problems that involve multiplication and division through 10 x 10; and
3.9.D	Understand that patterns and relationships exist in the basic facts.
3.9.E	Understand that number relationships can be used to learn and retain the basic facts.
3.5.E	Understand that number relationships can be used to learn and retain the facts.

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Alignment ID	Alignment Text
3.4.a.7	Solve single-step practical problems that involve multiplication and division of whole numbers through 10 x 10. (b)
3.4.2	Determine whether to add or subtract in practical problem situations.
3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
CE.3.3.a	estimate and determine the sum or difference of two whole numbers; and
CE.3.3.b	create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
3.8.5	Estimate and find the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation.
3.8.6	Solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.4.6	Solve practical problems involving the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
3.4.7	Solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.3.a.7	Create and solve single-step and multistep practical problems involving the sum or difference of two whole numbers, each 9,999 or less. (b)

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Alignment ID	Alignment Text
CE.3.4.d	solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.
3.10.B	Understand the effects of multiplying and dividing whole numbers.
3.4.a.1	Represent multiplication using a variety of approaches and models (e.g., repeated addition, equal-sized groups, arrays, equal jumps on a number line, skip counting). (a)
3.4.a.4	Create practical problems to represent a multiplication or division fact. (b)
3.4.a.5	Use multiplication and division basic facts to represent a given situation, using a number sentence. (b)
3.4.a.8	Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10. (c)
3.4.a.9	Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less. (d)
3.4.a.10	Apply strategies, including place value and the properties of multiplication and/or addition when multiplying and dividing whole numbers. (a, b, c, d)
3.3.b	model fractions (including mixed numbers) and write the fractions' names; and
NS.3.2.a	name and write fractions and mixed numbers represented by a model;
NS.3.2.b	represent fractions and mixed numbers with models and symbols; and

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Alignment ID	Alignment Text
3.5.A	Understand that the denominator tells the number of equal parts in a whole and the numerator tells how many equal size parts are being considered.
3.6.3	Compare the values of two fractions having unlike denominators where the denominators are 2, 3, 4, 8, and 10, using concrete or pictorial models. Use the terms greater than, less than, or equal to or symbols >, <, or = to compare their values.
3.11.1.a	region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings);
3.11.1.b	set models (e.g., chips, counters, cubes, drawings); and
3.11.1.c	measurement models (e.g., nonstandard units such as cuisenaire rods, connecting cubes, and drawings).
3.11.4	Add and subtract with proper fractions having denominators of 10 or less, using concrete materials and pictorial models representing area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).
3.2.a.1	Name and write fractions (proper and improper) and mixed numbers with denominators of 12 or less in symbols represented by concrete and/or pictorial models. (a)
3.2.a.3	Identify a fraction represented by a model as the sum of unit fractions. (b)
3.2.a.4	Using a model of a fraction greater than one, count the fractional parts to name and write it as an improper fraction and as a mixed number (e.g., 1/4, 2/4, 3/4, 4/4, 5/4 = 11/4, or 21/3 = 7/3). (b)
3.2.a.5	Compare a model of a fraction, less than or equal to one, to the benchmarks of 0, 1/2, and 1. (c)

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Alignment ID	Alignment Text
3.2.a.6	Compare proper fractions using the terms greater than, less than, equal to, or not equal to and the symbols (<, >, =, and ≠). Comparisons are made between fractions with both like and unlike denominators, with concrete or pictorial models. (c)
3.7.1.1	region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings);
3.7.1.2	set models (e.g., chips, counters, cubes, drawings); and
3.7	The student will add and subtract proper fractions having like denominators of 12 or less.
CE.3.5	The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.
3.7.B	Understand that decimals are written as an extension of the place-value system and that each place to the right of the decimal gets ten times smaller than the previous place.
3.7.1	Investigate the ten-to-one relationship of the decimal places, using base-10 place-value models.
3.8	The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the bills and coins, and make change.
MG.3.6.a	determine the value of a collection of bills and coins whose total value is $5.00 or less;
MG.3.6.c	make change from $5.00 or less.
3.13.B	Understand how to make change from $5.00 or less.

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Alignment ID	Alignment Text
3.13.2	Compare the values of two sets of coins or bills, up to $5.00, using the terms greater than, less than, and equal to.
3.13.3	Make change from $5.00 or less.
3.8.1	Count the value of collections of coins and bills up to $5.00.
3.6.a.1	Determine the value of a collection of coins and bills whose total value is $5.00 or less. (a)
3.6.a.3	Make change from $5.00 or less. (c)
3.12	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
MG.3.9.a	tell time to the nearest minute, using analog and digital clocks;
MG.3.9.b	solve practical problems related to elapsed time in one-hour increments within a 12- hour period; and
3.15.A	Apply appropriate techniques to determine time to the nearest five-minute interval, using analog and digital clocks.
3.15.1	Tell time to the hour, half-hour, quarter-hour, nearest fiveminute interval, and nearest minute, using analog and digital clocks.
3.15.2	Match the times shown on analog and digital clocks to written times.
3.16.2	Identify the number of minutes in an hour and the number of hours in a day.

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Alignment ID	Alignment Text
3.11.A	Apply appropriate techniques to determine time to the nearest minute, using analog and digital clocks.
3.11.B	Understand how to determine elapsed time in one-hour increments over a 12-hour period.
3.11.1	Tell time to the nearest minute, using analog and digital clocks.
3.11.2	Match the times shown on analog and digital clocks to written times and to each other.
3.11.3	When given the beginning time and ending time, determine the elapsed time in one-hour increments within a 12-hour period (times do not cross between a.m. and p.m.).
3.12.A	Understand the relationship that exists among periods of time, using calendars, and clocks.
3.12.2	Identify the number of minutes in an hour and the number of hours in a day.
3.9.a.1	Tell time to the nearest minute, using analog and digital clocks. (a)
3.9.a.2	Match a written time (e.g., 4:38, 7:09, 12:51) to the time shown on analog and digital clocks to the nearest minute. (a)
3.9.a.3.1	when given the beginning time and the ending time, determine the time that has elapsed; (b)
3.9.a.3.2	when given the beginning time and amount of elapsed time in one-hour increments, determine the ending time; or (b)
3.9.a.3.3	when given the ending time and the elapsed time in one-hour increments, determine the beginning time. (b)

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Alignment ID	Alignment Text
3.9.a.4	Identify the number of minutes in an hour and the number of hours in a day. (c)
3.9.a.6.4	minutes in five or fewer hours; and
3.9.a.6.5	hours in five or fewer days. (c)
MG.3.7.a	length to the nearest ½ inch, inch, foot, yard, centimeter, and meter; and
3.2.a.2	Represent a given fraction (proper or improper) and mixed numbers, using concrete or pictorial set, area/region, length/measurement models and symbols. (b)
3.7.1.3	length/measurement models (e.g., nonstandard units such as rods, connecting cubes, and drawings).
3.9.1	Estimate and use U.S. Customary and metric units to measure lengths of objects to the nearest 1/2 of an inch, inch, foot, yard, centimeter, and meter.
3.9.2	Determine the actual measure of length using U.S. Customary and metric units to measure objects to the nearest 1/2 of an inch, foot, yard, centimeter, and meter.
3.5.a.1	Solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less, using concrete and pictorial models representing area/regions (e.g., circles, squares, and rectangles), length/measurements (e.g., fraction bars and strips), and sets (e.g., counters).
3.7.a.1	Estimate and use U.S. Customary and metric units to measure lengths of objects to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter. (a)

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Alignment ID	Alignment Text
3.7.a.2	Determine the actual measure of length using U.S. Customary and metric units to measure objects to the nearest 1/2 inch, foot, yard, centimeter, and meter. (a)
3.13.1	Read temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.
3.9.c	weight/mass in ounces, pounds, grams, and kilograms; and
3.13	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.
MG.3.10	The student will read temperature to the nearest degree.
3.14.B	Understand how to determine the actual measure of length, liquid volume, and weight/mass.
3.16.A	Understand the relationship that exists among periods of time, using calendars and clocks.
3.17.A	Understand how to measure temperature in Celsius and Fahrenheit with a thermometer.
3.17.1	Read temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.
3.9.A	Understand how to estimate measures of length, liquid volume, weight/mass, area and perimeter.
3.9.B	Understand how to determine the actual measure of length, liquid volume, weight/mass, area and perimeter.

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Alignment ID	Alignment Text
3.9.5	Estimate and use U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.
3.9.6	Determine the actual measure of weight/mass using U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.
3.13.A	Understand how to measure temperature in Celsius and Fahrenheit with a thermometer.
3.10.a.1	Read Celsius and Fahrenheit temperatures to the nearest degree using real thermometers, physical models, or pictorial representations.
3.18.3	Identify geometric solids by counting the number of corners, square corners, and edges, and by the shapes of the faces.
3.14.3	Identify and describe solid geometric figures by counting the number of angles, vertices, edges, and by the number and shape of faces.
3.14.5	Compare and contrast characteristics of solid geometric figures (i.e., cube, rectangular prism, square pyramid, sphere, cylinder, and cone) to similar objects in everyday life (e.g., a party hat is like a cone).
3.14.6	Identify characteristics of solid geometric figures (cylinder, cone, cube, square pyramid, and rectangular prism).
MG.3.12.b	identify and name polygons with 10 or fewer sides; and
MG.3.13	The student will identify and describe congruent and noncongruent figures.

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Alignment ID	Alignment Text
3.18.1	Identify by name, models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular solid, square pyramid, sphere, cone, and cylinder).
3.18.2	Identify plane geometric figures by counting the number of sides, corners, and square corners.
3.18.4	Classify, compare, and contrast plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular solid), using corners, square corners, faces, and edges.
3.7.4	Add and subtract with proper fractions having like denominators of 12 or less, using concrete materials and pictorial models representing area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).
3.14.A	Understand how to identify and describe plane and solid geometric figures by using relevant characteristics.
3.14.1	Identify models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by name.
3.14.2	Identify and describe plane geometric figures by counting the number of sides and angles.
3.14.4	Compare and contrast characteristics of plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism), by counting the number of sides, angles, vertices, edges, and the number and shape of faces.
3.12.a.3.1	triangle is a three-sided polygon;

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Alignment ID	Alignment Text
3.24.A	Understand that numeric and geometric patterns can be expressed in words or symbols.
3.24.1	Recognize repeating and growing numeric and geometric patterns (e.g., skip counting, addition tables, and multiplication tables).
3.24.2	Describe repeating and growing numeric and geometric patterns formed using concrete objects, numbers, tables, and/or pictures, using the same or different forms.
3.24.3	Extend repeating and growing numeric and geometric patterns formed using concrete objects, numbers, tables, and/or pictures, using the same or different forms.
3.19.A	Understand that numeric and geometric patterns can be expressed in words or symbols.
3.19.1	Recognize repeating and growing numeric and geometric patterns (e.g., skip counting, addition tables, and multiplication tables).
3.19.2	Describe repeating and growing numeric and geometric patterns formed using numbers, tables, and/or pictures, using the same or different forms.
3.19.3	Extend repeating and growing patterns of numbers or figures using concrete objects, numbers, tables, and/or pictures.

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Alignment ID	Alignment Text
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NS.4.1.a	read, write, and identify the place and value of each digit in a nine-digit whole number;
NS.4.1.b	compare and order whole numbers expressed through millions; and
4.1.A	Understand the relationships in the place value system in which the value of each place is ten times the value of the place to its right.
4.1.1	Identify and communicate, both orally and in written form, the placed value for each digit in whole numbers expressed through the one millions place.
4.1.a.3	Identify and communicate, orally and in written form, the place and value for each digit in a nine-digit whole number. (a)
4.1.a.5	Order up to four whole numbers expressed through millions. (b)
NS.4.1.c	round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.
4.1.E	Develop strategies for rounding.
4.1.a.6	Round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand place. (c)
4.1.a.7	Identify the range of numbers that round to a given thousand, ten thousand, and hundred thousand. (c)

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Alignment ID	Alignment Text
4.3.C	Understand that decimals are rounded in a way that is similar to the way whole numbers are rounded.
4.5.2	Refine estimates by adjusting the final amount, using terms such as closer to, between, and a little more than.
4.1.D	Understand that rounding gives a close number to use when exact numbers are not needed for the situation at hand.
4.4.5	Estimate and find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.4.a.6	Refine estimates by adjusting the final amount, using terms such as closer to, between, and a little more than. (b, c)
4.5.a.4	Estimate the sum or difference of two fractions. (b, c)
4.1.B	Use the patterns in the place-value system to read and write numbers.
PFA.4.15	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.
4.21.1	Describe geometric and numerical patterns, using tables, symbols, or words.
4.15.a.3	Extend patterns, using objects, pictures, numbers, and tables.
4.4.6	Solve single-step and multistep problems using whole number operations.

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Alignment ID	Alignment Text
4.18.A	Understand how to use two numbers to name a point on a coordinate plane.
4.18.B	Understand that a pair of numbers on a coordinate plane corresponds to one and only one point on the grid.
4.18.1	Identify the ordered pair for a point in the first quadrant of a coordinate plane, given the coordinates (x, y).
4.18.2	Locate points in the first quadrant on a coordinate grid, given the coordinates (x, y).
4.14	The student will collect, organize, display, and interpret data from a variety of graphs.
PS.4.14.a	collect, organize, and represent data in bar graphs and line graphs;
PS.4.14.b	interpret data represented in bar graphs and line graphs; and
4.20.C	Understand that bar graphs should be used to compare counts of different categories (categorical data).
4.20.D	Understand how data displayed in bar and line graphs can be interpreted so that informed decisions can be made.
4.20.3	Construct and display data in bar graphs, labeling one axis with equal whole-number increments of 1 or more (numerical data) (e.g., multiples of 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of “Favorite Summer Sports”).

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Alignment ID	Alignment Text
4.20.6	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.
4.20.9	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, "The greatest increase in number of soccer players occurred between 1985 and 1990."
4.14.C	Understand that bar graphs should be used to compare counts of different categories (categorical data).
4.14.D	Understand how data displayed in bar and line graphs can be interpreted so that informed decisions can be made.
4.14.E	Understand that the title and labels of the graph provide the foundation for interpreting the data.
4.14.3	Construct and display data in bar graphs, labeling one axis with equal whole number increments of 1 or more (numerical data) (e.g., 2, 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of "Favorite Summer Sports").
4.14.6	Interpret data from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 30 and categories to 8.

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Alignment ID	Alignment Text
4.14.7	Interpret the data to answer the question posed, and compare the answer to the prediction (e.g., "The summer sport preferred by most is swimming, which is what I predicted before collecting the data.").
4.14.8	Write at least one sentence to describe the analysis and interpretation of the data, identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same.
4.14.a.3	Represent data in bar graphs, labeling one axis with equal whole number increments of one or more (numerical data) (e.g., 2, 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of "Favorite Summer Sports"). (a)
4.14.a.6	Interpret data by making observations from bar graphs and line graphs by describing the characteristics of the data and the data as a whole (e.g., the time period when the temperature increased the most, the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). One set of data will be represented on a graph. (b)
4.14.a.7	Interpret data by making inferences from bar graphs and line graphs. (b)
4.14.a.9	Write at least one sentence to describe the analysis and interpretation of the data, identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same. (b)
4.14.a.10	Compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph; a chart and a line graph; a pictograph and a bar graph). (c)

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Alignment ID	Alignment Text
4.5.A	Develop and use strategies to estimate whole-number sums and differences and to judge the reasonableness of such results.
4.5.1	Estimate whole-number sums and differences, using rounding, front-end strategies, and compatible number strategies. Describe the method of estimation used.
4.6.3	Find the sum or difference of two whole numbers, each 999,999 or less, using paper and pencil.
4.6.4	Find the sum or difference of two whole numbers, each 999,999 or less, using a calculator.
4.4.a.3	Apply strategies, including place value and the properties of addition to determine the sum or difference of two whole numbers, each 999,999 or less. (b)
CE.4.4.b	estimate and determine sums, differences, and products of whole numbers;
CE.4.4.d	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.
4.7.C	Develop flexible methods of multiplying whole numbers.
4.4.4	Estimate and find the products of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using paper and pencil and calculators.
4.4.7	Verify the reasonableness of sums, differences, products, and quotients of whole numbers using estimation.
4.4.a.2	Estimate whole number sums, differences, products, and quotients, with and without context. (b, c)

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Alignment ID	Alignment Text
4.4.a.4	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the product of two whole numbers when both factors have two digits or fewer. (b)
4.4.a.7	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication with whole numbers. (d)
4.15.a.5	Identify the rule in a single-operation numerical pattern found in a list or table, limited to addition, subtraction, and multiplication of whole numbers.
CE.4.4.a	demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;
4.8.A	Understand various meanings of division.
CE.4.4.c	estimate and determine quotients of whole numbers, with and without remainders; and
4.8.1	Estimate the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.8.2	Find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.4.a.1	Demonstrate fluency with multiplication through 12 × 12, and the corresponding division facts. (a)
4.4.a.5	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend, with and without remainders. (c)
4.4.a.8	Create and solve single-step practical problems involving division with whole numbers. (d)

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Alignment ID	Alignment Text
NS.4.2.c	identify the division statement that represents a fraction, with models and in context.
NS.4.3.d	given a model, write the decimal and fraction equivalents.
4.2.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper);
4.2.1.b	set models (e.g., two-sided counters, chips); and
4.2.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, number lines).
4.3.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper, drawings);
4.3.1.b	set models (e.g., two-sided counters, chips, drawings); and
4.2.C	Use models, benchmarks, and equivalent forms to judge the size of fractions.
4.2.F	Understand the division statement that represents a fraction.
4.3.D	Understand that decimals and fractions represent the same relationship; however, they are presented in two different formats.
4.2.a.1	Compare and order no more than four fractions having like and unlike denominators of 12 or less, using concrete and pictorial models. (a)

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Alignment ID	Alignment Text
4.3.8	Represent fractions for halves, fourths, fifths, and tenths as decimals through hundredths, using concrete objects (e.g., demonstrate the relationship between the fraction 1/4 and its decimal equivalent 0.25).
4.3.9	Relate fractions to decimals, using concrete objects (e.g., 10-by-10 grids, meter sticks, number lines, decimal squares, decimal circles, money [coins]).
4.2.a.5	Compare and order no more than four fractions (proper or improper), and/or mixed numbers, having denominators of 12 or less. (a)
4.2.a.6	Use the symbols >, <, =, and ≠ to compare fractions (proper or improper) and/or mixed numbers having denominators of 12 or less. (a)
4.2.a.7	Represent equivalent fractions through twelfths, using region/area models, set models, and measurement/length models. (b)
4.2.a.8	Identify the division statement that represents a fraction with models and in context (e.g., 3/5 means the same as 3 divided by 5 or 3/5 represents the amount of muffin each of five children will receive when sharing 3 muffins equally). (c)
4.5.3	Use least common multiple and/or greatest common factor to find a common denominator for fractions.
4.3.a.9	Relate fractions to decimals, using concrete objects (e.g., 10-by-10 grids, meter sticks, number lines, decimal squares, decimal circles, money). (d)
4.5.a.3	Determine a common denominator for fractions, using common multiples. Common denominators should not exceed 60. (b)

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Alignment ID	Alignment Text
CE.4.5.b	add and subtract fractions and mixed numbers having like and unlike denominators; and
4.9.1	Add and subtract with fractions having like denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil.
4.9.3	Solve problems that involve adding and subtracting with fractions having like and unlike denominators of 12 or less.
4.5.4	Add and subtract with fractions having like denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.6	Solve problems that involve adding and subtracting with fractions having like and unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.a.5	Add and subtract fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (b)
4.5.a.6	Solve single-step practical problems that involve addition and subtraction with fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (c)
4.15.a.4	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules, limited to addition, subtraction, and multiplication of whole numbers and addition and subtraction of fractions with like denominators of 12 or less.

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Alignment ID	Alignment Text
NS.4.3.a	read, write, represent, and identify decimals expressed through thousandths;
4.3.A	Understand the place value structure of decimals and use this structure to read, write, and compare decimals.
4.3.1	Investigate the ten-to-one place value relationship for decimals through thousandths, using Base-10 manipulatives (e.g., place value mats/charts, decimal squares, Base-10 blocks, money).
4.3.3	Identify and communicate, both orally and in written form, the position and value of a decimal through thousandths. For example, in 0.385, the 8 is in the hundredths place and has a value of 0.08.
4.3.4	Read and write decimals expressed through thousandths, using Base-10 manipulatives, drawings, and numerical symbols.
4.3.a.1	Read and write decimals expressed through thousandths, using base-ten manipulatives, drawings, and numerical symbols. (a)
4.3.a.3	Investigate the ten-to-one place value relationship for decimals through thousandths, using base-ten manipulatives (e.g., place value mats/charts, decimal squares, and base-ten blocks). (a)
4.3.a.4	Identify and communicate, both orally and in written form, the position and value of a decimal through thousandths (e.g., given 0.385, the 8 is in the hundredths place and has a value of 0.08. (a)
CE.4.6.a	add and subtract with decimals; and
CE.4.6.b	solve single-step and multistep practical problems involving addition and subtraction with decimals.

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Alignment ID	Alignment Text
4.9.A	Develop and use strategies to estimate addition and subtraction involving fractions and decimals.
4.9.4	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.9.5	Solve problems that involve adding and subtracting with decimals through thousandths.
4.5.C	Use visual models to add and subtract with fractions and decimals.
4.5.7	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.5.8	Solve single-step and multistep problems that involve adding and subtracting with fractions and decimals through thousandths.
4.6.a.1	Estimate sums and differences of decimals. (a)
4.6.a.2	Add and subtract decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil. (a)
4.6.a.3	Solve single-step and multistep practical problems that involve adding and subtracting with decimals through thousandths. (b)
4.7.b	identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).

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Alignment ID	Alignment Text
MG.4.8.c	given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and
4.11.3	Measure the lengths of objects in both metric and U.S. Customary units, measuring to the nearest inch (1/2, 1/4, 1/8), foot, yard, millimeter, centimeter, or meter, and record the length including the appropriate unit of measure (e.g., 24 inches).
4.11.5	Identify equivalent measures of length between U.S. Customary measurements and between metric measurements.
4.12.1	Determine an appropriate unit of measure (cups, pints, quarts, gallons, milliliters, or liters) to use when measuring liquid volume in both metric and U.S. Customary units.
4.7.5	Identify equivalent measures of length between units within the U.S. Customary measurements and between units within the metric measurements.
4.8.4	Identify equivalent measures of volume between units within the U.S. Customary system.
4.8.a.1	Determine an appropriate unit of measure (inch, foot, yard, mile, millimeter, centimeter, and meter) to use when measuring length in both U.S. Customary and metric units. (a)
4.8.a.2	Estimate and measure length in U.S. Customary and metric units, measuring to the nearest part of an inch (1/2, 1/4, 1/8), and to the nearest foot, yard, millimeter, centimeter, or meter, and record the length including the unit of measure (e.g., 24 inches). (a)
4.8.a.7.1	length (inches and feet, feet and yards, inches and yards); yards and miles;
4.8.a.7.2	weight/mass (ounces and pounds); and

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Alignment ID	Alignment Text
4.8.a.7.3	liquid volume (cups, pints, quarts, and gallons). (c)
4.3.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, rulers/number lines, drawings).
4.10.2	Measure objects in both metric and U.S. Customary units (e.g., ounce, pound, gram, or kilogram) to the nearest appropriate measure, using a variety of measuring instruments.
4.13.B	Select and apply appropriate tools to determine perimeter.
4.6.1	Determine an appropriate unit of measure (e.g., ounce, pound, ton, gram, kilogram) to use when measuring everyday objects in both metric and U.S. Customary units.
4.6.2	Measure objects in both metric and U.S. Customary units (e.g., ounce, pound, ton, gram, or kilogram) to the nearest appropriate measure, using a variety of measuring instruments.
4.8.a.5	Estimate and measure the weight/mass of objects in both U.S. Customary and metric units (ounce, pound, gram, or kilogram) to the nearest appropriate measure, using a variety of measuring instruments. (b)
MG.4.7	The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.
4.2.4	Identify and represent equivalent fractions through twelfths, using region/area models, set models, and measurement models.
4.13.A	Develop strategies to estimate perimeter and area.

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Alignment ID	Alignment Text
4.13.1	Identify and describe situations where the perimeter of an object should be found (e.g., the distance around the edge of walls of the classroom; the length of fencing needed to enclose a playground).
4.13.2	Identify and describe situations in which the area should be found (e.g., laying tile for the floor of the classroom).
4.13.3	Measure the perimeter of an object, using nonstandard units of measure (e.g., unsharpened pencil, board eraser, toothpick, chalk, crayon, paper clip) and record the perimeter including the nonstandard unit of measure used (e.g., 24 paper clips).
4.13.4	Measure the perimeter of concrete objects in both metric and U.S. Customary units of measure to the nearest inch, foot, yard, millimeter, centimeter, or meter.
4.13.5	Determine the perimeter of an object or pictorial representation of an object and label it with the appropriate standard or nonstandard unit of measure.
4.7.a.2	Determine the perimeter and area of a rectangle when given the measure of two adjacent sides, with and without diagrams.
4.7.a.3	Determine the perimeter and area of a square when the measure of one side is given, with and without diagrams.
4.7.a.4	Solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.
4.15.A	Understand that points, lines, line segments, rays and angles are fundamental components of noncircular geometric figures.

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Alignment ID	Alignment Text
4.10.A	Understand that points, lines, line segments, rays, and angles, including endpoints and vertices are fundamental components of noncircular geometric figures.
4.10.1	Identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices.
4.10.a.2	Use symbolic notation to name points, lines, line segments, rays, and angles. (a)
4.12.a.5	Identify parallel sides, congruent sides, and right angles using geometric markings to denote properties of quadrilaterals.
4.10.b	identify representations of lines that illustrate intersection, parallelism, and perpendicularity.
4.11.a	investigate congruence of plane figures after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
MG.4.10.a	identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices; and
MG.4.10.b	identify and describe intersecting, parallel, and perpendicular lines.
MG.4.11	The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.
MG.4.12	The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.

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Alignment ID	Alignment Text
4.15.B	Understand that the shortest distance between two points on a flat surface is a line segment.
4.17.A	Understand that two-dimensional (plane) figures are unique in their defining properties.
4.17.B	Understand that three-dimensional (solid) figures are unique in their defining properties.
4.17.1	Identify and describe the properties of squares, rectangles, triangles, parallelograms, rhombi, and circles.
4.17.2	Identify and describe the properties of spheres, cubes, and rectangular solids (prisms).
4.17.4.b	squares and cubes; and
4.11.B	Understand how to identify congruent figures.
4.11.1	Recognize the congruence of plane figures resulting from geometric transformations such as translation, reflection, and rotation, using mirrors, paper folding and tracing.
4.12.A	Identify polygons with 10 or fewer sides in everyday situations.
4.12.B	Identify polygons with 10 or fewer sides in multiple orientations (rotations, reflections, and translations of the polygons).
4.12.2	Identify polygons by name with 10 or fewer sides in multiple orientations (rotations, reflections, and translations of the polygons).

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Alignment ID	Alignment Text
4.10.a.1	Identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices. (a)
4.10.a.3	Identify parallel, perpendicular, and intersecting line segments in plane and solid figures. (b)
4.11.a.1	Identify concrete models and pictorial representations of solid figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder).
4.11.a.2	Identify and describe solid figures (cube, rectangular prism, square pyramid, and sphere) according to their characteristics (number of angles, vertices, edges, and by the number and shape of faces).
4.11.a.3	Compare and contrast plane and solid figures (circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism) according to their characteristics (number of sides, angles, vertices, edges, and the number and shape of faces).
4.12.a.3	Classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.
4.15	The student will recognize, create, and extend numerical and geometric patterns.
4.21.2	Create geometric and numerical patterns, using concrete materials, number lines, tables, and words.
4.21.3	Extend geometric and numerical patterns, using concrete materials, number lines, tables, and words.
4.15.1	Describe geometric and numerical patterns, using tables, symbols, or words.
4.15.2	Create geometric and numerical patterns, using concrete materials, number lines, tables, and words.

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Alignment ID	Alignment Text
4.15.3	Extend geometric and numerical patterns, using concrete materials, number lines, tables, and words.

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Alignment ID	Alignment Text
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5.4.a.3.4	dividends do not exceed four digits.
5.1.5	Identify the symbols for the terms greater than, less than, and equal to.
5.2.4	Order from least to greatest a given set of no more than five numbers written as decimals and as fractions and mixed numbers with denominators of 12 or less.
PS.5.17.a	describe mean, median, and mode as measures of center;
PS.5.17.b	describe mean as fair share;
PS.5.17.d	determine the mean, median, mode, and range of a set of data.
5.19.A	Understand how to determine the mean, median, mode, and range of a set of data.
5.19.B	Understand that the mean is the numerical average of a data set; the median is the number in the middle of a set of data; the mode is the piece of data that occurs most often; and the range is the spread of a set of data.
5.19.1	Calculate the mean of a group of numbers representing data from a given context.
5.16.A	Understand that mean, median, and mode are described as measures of center.
5.16.B	Understand that mean, median, and mode are three of the various ways that data can be described or summarized.

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Alignment ID	Alignment Text
5.16.C	Understand that mean as fair share is described as equally dividing the data set or the data set has already been divided equally.
5.16.D	Understand how to find the mean, median, and mode of a set of data as measures of center.
5.16.1	Describe and find the mean of a group of numbers representing data from a given context as a measure of center.
5.16.4	Describe mean as fair share.
5.17.a.1	Describe and determine the mean of a group of numbers representing data from a given context as a measure of center. (a, d)
5.17.a.4	Describe mean as fair share. (b)
5.3.3.c	divisors will not exceed two digits; or
5.4.a.3.3	divisors do not exceed two digits; or
5.5.C	Understand the various meanings of division and its effect on whole numbers.
5.7.1	Add and subtract fractions having like and unlike denominators. Denominators should be limited to 12 or less, and answers should be expressed in simplest form.

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Alignment ID	Alignment Text
5.6.a.1	Solve single-step and multistep practical problems involving addition and subtraction with fractions (proper or improper) having like and unlike denominators and/or mixed numbers. Denominators in the problems should be limited to 12 or less (e.g., 5/8 + 1/4, 5/6 − 2/3, 3 3/4 + 2 5/12) and answers should be expressed in simplest form. (a)
CE.5.6.b	solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.
5.6.a.2	Solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction (e.g., 6 × 1/3, 1/4 × 8, 9 × 2/3), with models. The denominator will be a factor of the whole number and answers should be expressed in simplest form. (b)
5.6.a.3	Apply the inverse property of multiplication in models. (b)
NS.5.2.a	represent and identify equivalencies among fractions and decimals, with and without models; and
5.2.2	Represent decimals in their equivalent fraction form (halves, fourths, fifths, eighths, and tenths).
5.2.1	Represent fractions (halves, fourths, fifths, eighths, tenths, and twelfths) in their equivalent decimal form and vice versa.
5.2.a.1	Represent fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form with concrete or pictorial models. (a)
5.2.a.2	Represent decimals in their equivalent fraction form (thirds, eighths, and factors of 100) with concrete or pictorial models. (a)

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Alignment ID	Alignment Text
5.2.a.3	Identify equivalent relationships between decimals and fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form without models. (a)
5.1.1	Identify the place values for each digit in decimals through thousandths.
5.1.2	Read decimal numbers through thousandths from written words or place-value format.
5.1.3	Write decimal numbers through thousandths from written words or from decimal numbers presented orally.
5.6.1	Determine the quotient, given a dividend expressed as a decimal through thousandths (and no annexing of zeros during the division process) and a single-digit divisor. All dividends should be evenly divisible by the divisor.
NS.5.2.b	compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.
5.1.A	Understand the place-value structure of decimals and use this structure to read, write, and compare decimals.
5.1.6	Compare the value of two decimal numbers through thousandths, using the symbols >, <, or =.
5.2.3	Compare and order from least to greatest and greatest to least a given set of no more than five numbers written as decimals, fractions, and mixed numbers with denominators of 12 or less.
5.2.a.4	Compare and order from least to greatest and greatest to least a given set of no more than four decimals, fractions (proper or improper), and/or mixed numbers with denominators of 12 or less. (b)

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Alignment ID	Alignment Text
5.2.a.5	Use the symbols >, <, =, and ≠ to compare decimals through thousandths, fractions (proper or improper fractions), and/or mixed numbers, having denominators of 12 or less. (b)
5.17	The student will describe the relationship found in a number pattern and express the relationship.
5.20.B	Understand the structure of a pattern and how it grows or changes.
5.20.1	Describe numerical and geometric patterns formed by using concrete materials and calculators.
5.17.1	Describe numerical and geometric patterns formed by using concrete materials and calculators.
CE.5.5.a	estimate and determine the product and quotient of two numbers involving decimals; and
5.5.B	Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with decimal numbers.
5.5.a.1.1	the factors do not exceed two digits by two digits (e.g., 2.3 × 4.5, 0.08 × 0.9, 0.85 × 2.3, 1.8 × 5); and
5.5.a.1.2	the products do not exceed the thousandths place. (Leading zeroes will not be considered when counting digits.) (a)
5.5.a.2.3	divisors are limited to a single digit whole number or a decimal expressed as tenths; and
5.5.a.2.4	no more than one additional zero will need to be annexed. (a)

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Alignment ID	Alignment Text
5.5.a.3	Use multiple representations to model multiplication and division of decimals and whole numbers. (a)
CE.5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.
5.3.3.b	multipliers will not exceed two digits;
5.4.a.3.2	factors do not exceed two digits by three digits;
5.5.a	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
CE.5.5.b	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.
5.3.1	Create problems involving the operations of addition, subtraction, multiplication, and/or division of whole numbers, using real-life situations.
5.3.2	Estimate the sum, difference, product, and quotient of whole-number computations.
5.3.3.a	sums, differences, and products will not exceed five digits;
5.4.A	Use similar procedures as those developed for whole-number computation and apply them to decimal place values, giving careful attention to the placement of the decimal point in the solution.

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Alignment ID	Alignment Text
5.4.1	Determine an appropriate method of calculation to find the sum, difference, and product of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
5.4.4	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using mental computation.
5.4.5	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using calculators.
5.4.2	Create single-step and multistep problems involving the operations of addition, subtraction, multiplication, and division with and without remainders of whole numbers, using practical situations.
5.4.3	Estimate the sum, difference, product, and quotient of whole number computations.
5.4.4.1	sums, differences, and products will not exceed five digits;
5.4.4.2	multipliers will not exceed two digits;
5.4.4.3	divisors will not exceed two digits; or
5.4.4.4	dividends will not exceed four digits.
5.5.1	Determine an appropriate method of calculation to find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.

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Alignment ID	Alignment Text
5.5.2	Estimate to find the number that is closest to the sum, difference, and product of two numbers expressed as decimals through thousandths.
5.5.3	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil, estimation, mental computation, and calculators.
5.5.6	Create and solve single-step and multistep problems.
5.5.7	A multistep problem needs to incorporate two or more operational steps (operations can be the same or different).
5.3.a.6	Demonstrate with concrete or pictorial representations and explain orally or in writing why the sum or difference of two numbers is even or odd. (b)
5.4.a.1	Create single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers, with and without remainders.
5.4.a.2	Estimate the sum, difference, product, and quotient of whole numbers.
5.4.a.3.1	sums, differences, and products do not exceed five digits;
5.5.a.4	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals. (b)
5.18.a.3	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).

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Alignment ID	Alignment Text
5.11.1.d	liquid volume: cups, pints, quarts, gallons, milliliters, and liters;
5.8.7	Develop a procedure for finding volume using manipulatives (e.g., cubes).
5.8.8	Determine volume in standard units.
5.8.12.4	liquid volume: cups, pints, quarts, gallons, milliliters, and liters;
5.8.a.6	Develop a procedure for determining volume using manipulatives (e.g., cubes). (a)
5.8.a.7	Estimate and determine the volume of a rectangular prism with diagrams, when the length, width, and height are given, using whole number measurements. Record the solution with the appropriate unit of measure (e.g., 12 cubic inches). (a)
5.9.a.2.3	liquid volume (milliliters, and liters). (b)
5.11	The student will measure right, acute, obtuse, and straight angles.
MG.5.12	The student will classify and measure right, acute, obtuse, and straight angles.
MG.5.13.b	investigate the sum of the interior angles in a triangle and determine an unknown angle measure.
5.13.1	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.
5.13.3	Measure right, acute, and obtuse angles, using appropriate tools, and identify their measures in degrees.

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Alignment ID	Alignment Text
5.13.4	Measure the angles of right, acute, and obtuse triangles, using appropriate tools, and identify their measures in degrees.
5.11.A	Understand how to measure acute, right, obtuse, and straight angles.
5.11.1	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.
5.11.2	Measure right, acute, straight, and obtuse angles, using appropriate tools, and identify their measures in degrees.
5.11.3	Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.
5.12.A	Understand that angles can be classified as right, acute, obtuse, or straight according to their measures.
5.12.B	Understand that a triangle can be classified as either right, acute, or obtuse according to the measure of its largest angle.
5.12.a.2	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles.
5.12.a.3	Measure right, acute, obtuse, and straight angles, using appropriate tools, and identify their measures in degrees.
MG.5.9.a	given the equivalent measure of one unit, identify equivalent measurements within the metric system; and

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Alignment ID	Alignment Text
5.8.11.1	length: millimeters, centimeters, meters, and kilometers;
5.8.11.2	mass: grams and kilograms;
5.8.11.3	liquid volume: milliliters, and liters.
5.9.a.1.1	length (millimeters, centimeters, meters, and kilometers);
5.9.a.1.2	mass (grams and kilograms); and
5.9.a.1.3	liquid volume (milliliters and liters). (a)
MG.5.8.a	solve practical problems that involve perimeter, area, and volume in standard units of measure; and
MG.5.8.b	differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
5.10.A	Understand the difference between using perimeter, area, and volume in a given situation.
5.10.1	Differentiate between the concepts of area, perimeter, and volume.
5.10.2	Describe real-life situations where area, perimeter, and volume are appropriate measures to use, and justify their choices orally or in writing.
5.10.3	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.

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Alignment ID	Alignment Text
5.11.1.e	area: square units; and
5.8.2	Estimate and determine the perimeter of a polygon, and area of a square, rectangle, and right triangle following the parameters listed above, using only whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches).
5.8.3	Estimate and determine the area of a square, with or without diagrams, when the length of a side is given.
5.8.4	Estimate and determine the area of a rectangle, with or without diagrams, when the length and width are given.
5.8.5	Estimate and determine the area of a right triangle, with or without diagrams, when the base and the height are given.
5.8.6	Differentiate among the concepts of area, perimeter, and volume.
5.8.9	Describe practical situations where area, perimeter, and volume are appropriate measures to use, and justify their choices orally or in writing.
5.8.10	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
5.8.12.5	area: square units; and
5.9.E	Understand that the circumference is the distance around the circle. Perimeter is the measure of the circumference.

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Alignment ID	Alignment Text
5.8.a.1	Solve practical problems that involve perimeter, area, and volume in standard units of measure. (a)
5.8.a.2.2	the length and width of a rectangle are given; or
5.8.a.3	Estimate and determine the area of a square and rectangle using whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches). (a)
5.8.a.5	Estimate and determine the area of a right triangle, with diagrams, when the base and the height are given. (a)
5.8.a.8	Describe practical situations where perimeter, area, and volume are appropriate measures to use, and justify orally or in writing. (b)
5.8.a.9	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation. (b)
PFA.5.18	The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables.
5.18.2	Organize the data into a chart or table.
5.18.7	Title the given graph, or identify the title.
5.18.9	Write a few sentences to describe the interpretation of the data.

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Alignment ID	Alignment Text
5.20.A	Understand that patterns and functions can be represented in many ways and described using words, tables, graphs, and symbols.
5.20.2	Express the relationship found in numerical and geometric patterns, using words, tables, graphs, or a mathematical sentence.
5.14.2	Construct a sample space, using a list or chart to represent all possible outcomes of a single event.
5.15.3	Organize the data into a chart, table, stem-and-leaf plots, and line graphs.
5.15.7	Title the given graph or identify the title.
5.15.a.2	Construct a sample space, using a list or chart to represent all possible outcomes.
5.16.a.2	Organize the data into a chart, table, line plot, and stem-and-leaf plot. (a)
5.16.a.5	Title the given graph or identify an appropriate title. (a)
5.18.a.1	Identify, create, describe, and extend patterns using concrete materials, number lines, tables, or pictures.
5.18.a.2	Describe and express the relationship found in patterns, using words, tables, and symbols.
5.18.a.4	Identify the rule in a single-operation numerical pattern found in a list or table (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).

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Alignment ID	Alignment Text
5.18.A	Understand that bar graphs compare categorical data, stem-and-leaf plots list data in a meaningful array, and line graphs show changes over time.
5.18.3	Construct bar graphs, labeling one axis with equal whole-number or decimal increments and the other axis with attributes of the topic (categorical data) (e.g., skiing, basketball, ice hockey, skating, and sledding as the categories of "Favorite Winter Sports"). Bar graphs will have no more than six categories.
5.18.4	Display data in line graphs, bar graphs, and stem-and-leaf plots.
5.15.A	Understand how to interpret collected and organized data.
5.15.8	Interpret the data in a variety of forms (e.g., orally or in written form).

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

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
3.1.c	compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).
3.3.c	compare fractions having like and unlike denominators, using words and symbols (>, <, or =).
3.19	The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.
NS.3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
NS.3.1.c	compare and order whole numbers, each 9,999 or less.
NS.3.2.a	name and write fractions and mixed numbers represented by a model;
NS.3.2.b	represent fractions and mixed numbers with models and symbols; and
NS.3.2.c	compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models.
MG.3.6.b	compare the value of two sets of coins or two sets of coins and bills; and
PFA.3.16	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.
3.2.A	Understand that rounding gives an estimate to use when exact numbers are not needed for the situation at hand.

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Alignment ID	Alignment Text
3.3.B	Understand the relative magnitude of numbers by comparing numbers.
3.11.1.a	region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings);
3.11.1.b	set models (e.g., chips, counters, cubes, drawings); and
3.11.1.c	measurement models (e.g., nonstandard units such as cuisenaire rods, connecting cubes, and drawings).
3.24.A	Understand that numeric and geometric patterns can be expressed in words or symbols.
3.24.3	Extend repeating and growing numeric and geometric patterns formed using concrete objects, numbers, tables, and/or pictures, using the same or different forms.
3.25.A	Understand that mathematical relationships can be expressed using number sentences.
3.25.2	Write number sentences to represent equivalent mathematical relationships (e.g., $4 \cdot 3 = 2 \cdot 6$).
3.25.3	Identify number sentences that show appropriate use of the equals sign.
3.1.5	Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand.
3.1.6	Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand.
3.1.7	Determine which of two whole numbers between 0 and 9,999 is greater.
3.1.8	Determine which of two whole numbers between 0 and 9,999 is less.

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Alignment ID	Alignment Text
3.1.9	Compare two whole numbers between 0 and 9,999, using the symbols >, <, or =.
3.1.10	Use the terms greater than, less than, and equal to when comparing two whole numbers.
3.1.a.5	Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand. (b)
3.1.a.6	Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand. (b)
3.1.a.7	Compare two whole numbers, each 9,999 or less, using symbols (>, <, =, or ≠) and/or words (greater than, less than, equal to, and not equal to). (c)
3.1.a.8	Order up to three whole numbers, each 9,999 or less, represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least. (c)
3.2.a.1	Name and write fractions (proper and improper) and mixed numbers with denominators of 12 or less in symbols represented by concrete and/or pictorial models. (a)
3.2.a.2	Represent a given fraction (proper or improper) and mixed numbers, using concrete or pictorial set, area/region, length/measurement models and symbols. (b)
3.2.a.4	Using a model of a fraction greater than one, count the fractional parts to name and write it as an improper fraction and as a mixed number (e.g., 1/4, 2/4, 3/4, 4/4, 5/4 = 11/4, or 21/3 = 7/3). (b)
3.2.a.5	Compare a model of a fraction, less than or equal to one, to the benchmarks of 0, 1/2, and 1. (c)

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Alignment ID	Alignment Text
3.2.a.6	Compare proper fractions using the terms greater than, less than, equal to, or not equal to and the symbols (<, >, =, and ≠). Comparisons are made between fractions with both like and unlike denominators, with concrete or pictorial models. (c)
3.7.1.1	region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings);
3.7.1.2	set models (e.g., chips, counters, cubes, drawings); and
3.7.1.3	length/measurement models (e.g., nonstandard units such as rods, connecting cubes, and drawings).
3.7.3	Represent a given fraction or mixed number, using concrete materials, pictures, and symbols. For example, write the symbol for one-fourth and represent it with concrete materials and/or pictures.
3.8.2	Compare the values of two sets of coins or bills, up to $5.00, using the terms greater than, less than, and equal to.
3.6.a.2	Compare the values of two sets of coins or two sets of coins and bills, up to $5.00, using the terms greater than, less than, and equal to. (b)
3.19.A	Understand that numeric and geometric patterns can be expressed in words or symbols.
3.19.1	Recognize repeating and growing numeric and geometric patterns (e.g., skip counting, addition tables, and multiplication tables).
3.16.a.2	Identify a missing term in a pattern (e.g., 4, 6, __, 10, 12, 14).

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Alignment ID	Alignment Text
3.8	The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the bills and coins, and make change.
3.9.c	weight/mass in ounces, pounds, grams, and kilograms; and
3.12	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
3.13	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.
3.15	The student will identify and draw representations of points, line segments, rays, angles, and lines.
3.17.b	construct a line plot, a picture graph, or a bar graph to represent the data; and
MG.3.6.a	determine the value of a collection of bills and coins whose total value is $5.00 or less;
MG.3.6.c	make change from $5.00 or less.
MG.3.7.a	length to the nearest ½ inch, inch, foot, yard, centimeter, and meter; and
MG.3.7.b	liquid volume in cups, pints, quarts, gallons, and liters.
MG.3.8.b	count the number of square units needed to cover a given surface in order to determine its area.
MG.3.9.a	tell time to the nearest minute, using analog and digital clocks;

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Alignment ID	Alignment Text
MG.3.9.b	solve practical problems related to elapsed time in one-hour increments within a 12- hour period; and
MG.3.10	The student will read temperature to the nearest degree.
MG.3.11	The student will identify and draw representations of points, lines, line segments, rays, and angles.
MG.3.12.b	identify and name polygons with 10 or fewer sides; and
MG.3.13	The student will identify and describe congruent and noncongruent figures.
PS.3.15.a	collect, organize, and represent data in pictographs or bar graphs; and
PS.3.15.b	read and interpret data represented in pictographs and bar graphs.
3.10.1	Model multiplication, using area and set models.
3.13.B	Understand how to make change from $5.00 or less.
3.13.1	Count the value of collections of coins and bills up to $5.00.
3.13.3	Make change from $5.00 or less.
3.14.B	Understand how to determine the actual measure of length, liquid volume, and weight/mass.
3.14.3	Identify and use the following units of weight/mass: ounces, pounds, grams, and kilograms.

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Alignment ID	Alignment Text
3.14.5	Estimate and then measure the weight/mass of objects to the nearest ounce and pound and the nearest gram and kilogram.
3.14.6	Estimate and then measure liquid volume to the nearest cup, pint, quart, gallon, and liter.
3.15.A	Apply appropriate techniques to determine time to the nearest five-minute interval, using analog and digital clocks.
3.15.2	Match the times shown on analog and digital clocks to written times.
3.16.A	Understand the relationship that exists among periods of time, using calendars and clocks.
3.16.2	Identify the number of minutes in an hour and the number of hours in a day.
3.17.A	Understand how to measure temperature in Celsius and Fahrenheit with a thermometer.
3.17.1	Read temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.
3.18.1	Identify by name, models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular solid, square pyramid, sphere, cone, and cylinder).
3.18.4	Classify, compare, and contrast plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/pyramid, and rectangle/rectangular solid), using corners, square corners, faces, and edges.

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Alignment ID	Alignment Text
3.20.B	Understand that symmetrical figures can be divided into two halves that are the mirror image of each other.
3.20.1	Locate examples of symmetrical figures, and verify their symmetry by using tracing procedures.
3.20.2	Determine if given figures have a line or lines of symmetry (vertical, horizontal, diagonal), using tracing procedures.
3.21.4	Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
3.21.5	Label bar graphs with a title, a description of each axis, and a key where appropriate. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
3.22.1	Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes, the key).
3.22.3	Analyze and interpret information from simple picture and bar graphs, with data points limited to 16 and categories to 4, by writing at least one statement.
3.22.7	Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining three are incorrect. For example, a bar graph containing data on four types of eggs — scrambled, fried, hard boiled, and egg salad — eaten by students shows that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other type of eggs.
3.9.B	Understand how to determine the actual measure of length, liquid volume, weight/mass, area and perimeter.

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Alignment ID	Alignment Text
3.9.3	Estimate and use U.S. Customary and metric units to measure liquid volume to the nearest cup, pint, quart, gallon, and liter.
3.9.5	Estimate and use U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.
3.9.6	Determine the actual measure of weight/mass using U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.
3.9.7	Estimate and use U.S. Customary and metric units to measure area and perimeter.
3.9.8	Determine the actual measure of area or perimeter using U.S. Customary and metric units.
3.10.D	Understand that area is a measure of square units needed to cover a surface.
3.10.E	Understand how to determine the area by counting the number of square units.
3.10.2	Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface.
3.11.A	Apply appropriate techniques to determine time to the nearest minute, using analog and digital clocks.
3.11.B	Understand how to determine elapsed time in one-hour increments over a 12-hour period.
3.11.1	Tell time to the nearest minute, using analog and digital clocks.
3.11.2	Match the times shown on analog and digital clocks to written times and to each other.

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Alignment ID	Alignment Text
3.11.3	When given the beginning time and ending time, determine the elapsed time in one-hour increments within a 12-hour period (times do not cross between a.m. and p.m.).
3.12.A	Understand the relationship that exists among periods of time, using calendars, and clocks.
3.13.A	Understand how to measure temperature in Celsius and Fahrenheit with a thermometer.
3.14.A	Understand how to identify and describe plane and solid geometric figures by using relevant characteristics.
3.14.1	Identify models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by name.
3.14.2	Identify and describe plane geometric figures by counting the number of sides and angles.
3.14.4	Compare and contrast characteristics of plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism), by counting the number of sides, angles, vertices, edges, and the number and shape of faces.
3.15.1	Identify examples of points, line segments, rays, angles, and lines.
3.17.C	Understand how to construct a line plot, picture graph, or bar graph.
3.6.a.1	Determine the value of a collection of coins and bills whose total value is $5.00 or less. (a)
3.6.a.3	Make change from $5.00 or less. (c)

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Alignment ID	Alignment Text
3.17.4	Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
3.17.7	Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
3.17.8	Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes).
3.17.9	Analyze and interpret information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.
3.7.a.1	Estimate and use U.S. Customary and metric units to measure lengths of objects to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter. (a)
3.17.12	Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs — eaten by students show that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or prepare eggs.
3.7.a.3	Estimate and use U.S. Customary and metric units to measure liquid volume to the nearest cup, pint, quart, gallon, and liter. (b)
3.8.a.1	Estimate and use U.S. Customary and metric units to measure the distance around a polygon with no more than six sides to determine the perimeter. (a)

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Alignment ID	Alignment Text
3.8.a.2	Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface. (b)
3.9.a.1	Tell time to the nearest minute, using analog and digital clocks. (a)
3.9.a.2	Match a written time (e.g., 4:38, 7:09, 12:51) to the time shown on analog and digital clocks to the nearest minute. (a)
3.9.a.3.1	when given the beginning time and the ending time, determine the time that has elapsed; (b)
3.9.a.3.2	when given the beginning time and amount of elapsed time in one-hour increments, determine the ending time; or (b)
3.9.a.3.3	when given the ending time and the elapsed time in one-hour increments, determine the beginning time. (b)
3.9.a.4	Identify the number of minutes in an hour and the number of hours in a day. (c)
3.9.a.6.4	minutes in five or fewer hours; and
3.9.a.6.5	hours in five or fewer days. (c)
3.10.a.1	Read Celsius and Fahrenheit temperatures to the nearest degree using real thermometers, physical models, or pictorial representations.
3.11.a.1	Identify examples of points, lines, line segments, rays, and angles.

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Alignment ID	Alignment Text
3.12.a.3.1	triangle is a three-sided polygon;
3.15.a.5.1	Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10. (a)
3.15.a.6.1	Read the information presented on a bar or pictograph (e.g., the title, the categories, the description of the two axes). (b)
3.15.a.7.3	Select a correct interpretation of a graph from a set of interpretations, where one is correct and the remaining are incorrect. (b)
3.10.A	Understand various meanings of multiplication and division.
3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.
3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
3.7	The student will add and subtract proper fractions having like denominators of 12 or less.
3.18	The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

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Alignment ID	Alignment Text
CE.3.3.a	estimate and determine the sum or difference of two whole numbers; and
CE.3.3.b	create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
CE.3.4.a	represent multiplication and division through 10 × 10, using a variety of approaches and models;
CE.3.4.b	create and solve single-step practical problems that involve multiplication and division through 10 x 10; and
CE.3.4.d	solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.
CE.3.5	The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.
PS.3.14	The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.
3.8.6	Solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.9.A	Develop fluency with basic number combinations for multiplication and division.
3.9.D	Understand that patterns and relationships exist in the basic facts.
3.9.E	Understand that number relationships can be used to learn and retain the basic facts.

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Alignment ID	Alignment Text
3.9.1	Recall and state the multiplication and division facts through the nines table.
3.9.2	Recall and write the multiplication and division facts through the nines table.
3.10.B	Understand the effects of multiplying and dividing whole numbers.
3.11.4	Add and subtract with proper fractions having denominators of 10 or less, using concrete materials and pictorial models representing area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).
3.12.B	Understand that decimal computation uses the same concepts as whole number-computation and is based on place-value concepts.
3.12.1	Add and subtract with decimals expressed as tenths, using concrete materials (e.g., grid paper, base -10 materials, and circular regions divided into tenths).
3.12.2	Add and subtract with decimal numbers expressed as tenths, using paper and pencil.
3.23.A	Understand and apply basic concepts of probability.
3.23.2	List all possible outcomes for a given situation (e.g., heads and tails are the two possible outcomes of flipping a coin).
3.4.2	Determine whether to add or subtract in practical problem situations.
3.4.4	Add or subtract two whole numbers, each 9,999 or less.

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Alignment ID	Alignment Text
3.4.5	Solve practical problems involving the sum of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
3.4.6	Solve practical problems involving the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
3.4.7	Solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.5.A	Develop fluency with number combinations for multiplication and division.
3.5.E	Understand that number relationships can be used to learn and retain the facts.
3.2.a.3	Identify a fraction represented by a model as the sum of unit fractions. (b)
3.6.A	Understand the meanings of multiplication and division.
3.7.4	Add and subtract with proper fractions having like denominators of 12 or less, using concrete materials and pictorial models representing area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).
3.3.a.2	Estimate the sum of two whole numbers with sums to 9,999. (a)
3.3.a.4	Apply strategies, including place value and the properties of addition, to add two whole numbers with sums to 9,999. (a, b)

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Alignment ID	Alignment Text
3.3.a.7	Create and solve single-step and multistep practical problems involving the sum or difference of two whole numbers, each 9,999 or less. (b)
3.4.a.1	Represent multiplication using a variety of approaches and models (e.g., repeated addition, equal-sized groups, arrays, equal jumps on a number line, skip counting). (a)
3.4.a.2	Represent division using a variety of approaches and models (e.g., repeated subtraction, equal sharing, equal groups). (a)
3.4.a.4	Create practical problems to represent a multiplication or division fact. (b)
3.4.a.5	Use multiplication and division basic facts to represent a given situation, using a number sentence. (b)
3.4.a.7	Solve single-step practical problems that involve multiplication and division of whole numbers through 10 x 10. (b)
3.4.a.8	Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10. (c)
3.4.a.9	Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less. (d)
3.4.a.10	Apply strategies, including place value and the properties of multiplication and/or addition when multiplying and dividing whole numbers. (a, b, c, d)
3.5.a.1	Solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less, using concrete and pictorial models representing area/regions (e.g., circles, squares, and rectangles), length/measurements (e.g., fraction bars and strips), and sets (e.g., counters).

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Alignment ID	Alignment Text
3.18.A	Investigate, understand, and apply basic concepts of probability.
3.18.2	List all possible outcomes for a given situation (e.g., heads and tails are the two possible outcomes of flipping a coin).
3.18.3	Identify the degree of likelihood of an outcome occurring using terms such as impossible, unlikely, as likely as, equally likely, likely, and certain.
3.20.A	Understand that mathematical relationships can be expressed using number sentences.
3.20.5	Write number sentences to represent equivalent mathematical relationships (e.g., 4 x 3 = 14 - 2).
3.14.a.3	Describe the degree of likelihood of an outcome occurring using terms such as impossible, unlikely, equally likely, likely, and certain.

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

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
4.15	The student will recognize, create, and extend numerical and geometric patterns.
NS.4.1.c	round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.
NS.4.2.a	compare and order fractions and mixed numbers, with and without models;
CE.4.5.a	determine common multiples and factors, including least common multiple and greatest common factor;
PFA.4.15	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables.
4.2.A	Develop an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on a number line.
4.2.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper);
4.2.1.b	set models (e.g., two-sided counters, chips); and
4.2.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, number lines).
4.3.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper, drawings);
4.3.1.b	set models (e.g., two-sided counters, chips, drawings); and

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

Alignment ID	Alignment Text
4.5.2	Refine estimates by adjusting the final amount, using terms such as closer to, between, and a little more than.
4.21.1	Describe geometric and numerical patterns, using tables, symbols, or words.
4.21.2	Create geometric and numerical patterns, using concrete materials, number lines, tables, and words.
4.21.3	Extend geometric and numerical patterns, using concrete materials, number lines, tables, and words.
4.22.2	Write number sentences to represent equivalent mathematical relationships (e.g., 4 × 3 = 2 × 6).
4.22.3	Identify number sentences that show appropriate use of the equals sign.
4.1.E	Develop strategies for rounding.
4.1.a.6	Round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand place. (c)
4.2.G	Understand that the more parts the whole is divided into, the smaller the parts (e.g., 1/5 < 1/3).
4.1.a.7	Identify the range of numbers that round to a given thousand, ten thousand, and hundred thousand. (c)
4.2.6	Use the symbols >, <, and = to compare the numerical value of fractions and mixed numbers having denominators of 12 or less.

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Alignment ID	Alignment Text
4.3.B	Understand that decimal numbers can be rounded to an estimate when exact numbers are not needed for the situation at hand.
4.3.C	Understand that decimals are rounded in a way that is similar to the way whole numbers are rounded.
4.2.a.1	Compare and order no more than four fractions having like and unlike denominators of 12 or less, using concrete and pictorial models. (a)
4.2.a.2	Use benchmarks (e.g., 0, 1/2 or 1) to compare and order no more than four fractions having unlike denominators of 12 or less. (a)
4.2.a.3	Compare and order no more than four fractions with like denominators of 12 or less by comparing number of parts (numerators) (e.g., 1/5 < 3/5). (a)
4.2.a.4	Compare and order no more than four fractions with like numerators and unlike denominators of 12 or less by comparing the size of the parts (e.g., 3/9 < 3/5). (a)
4.2.a.5	Compare and order no more than four fractions (proper or improper), and/or mixed numbers, having denominators of 12 or less. (a)
4.2.a.6	Use the symbols >, <, =, and ≠ to compare fractions (proper or improper) and/or mixed numbers having denominators of 12 or less. (a)
4.4.5	Estimate and find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.5.1	Find common multiples and common factors of numbers.

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Alignment ID	Alignment Text
4.4.a.6	Refine estimates by adjusting the final amount, using terms such as closer to, between, and a little more than. (b, c)
4.15.A	Understand that patterns and functions can be represented in many ways and described using words, tables, graphs, and symbols.
4.15.1	Describe geometric and numerical patterns, using tables, symbols, or words.
4.15.3	Extend geometric and numerical patterns, using concrete materials, number lines, tables, and words.
4.16.C	Understand that the associative property for addition means you can change the groupings of three or more addends without changing the sum.
4.5.a.1	Determine common multiples and common factors of numbers. (a)
4.16.D	Understand that the associative property for multiplication means you can change the groupings of three or more factors without changing the product.
4.16.4	Investigate and describe the associative property for addition as (6 + 2) + 3= 6 + (2 + 3).
4.15.a.1	Identify and describe patterns, using words, objects, pictures, numbers, and tables.
4.15.a.3	Extend patterns, using objects, pictures, numbers, and tables.
4.10.b	identify representations of lines that illustrate intersection, parallelism, and perpendicularity.
4.14	The student will collect, organize, display, and interpret data from a variety of graphs.

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Alignment ID	Alignment Text
MG.4.7	The student will solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.
MG.4.8.a	estimate and measure length and describe the result in U.S. Customary and metric units;
MG.4.8.b	estimate and measure weight/mass and describe the result in U.S. Customary and metric units;
MG.4.8.c	given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system; and
MG.4.10.a	identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices; and
MG.4.10.b	identify and describe intersecting, parallel, and perpendicular lines.
MG.4.11	The student will identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations.
MG.4.12	The student will classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.
PS.4.14.a	collect, organize, and represent data in bar graphs and line graphs;
PS.4.14.b	interpret data represented in bar graphs and line graphs; and

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Alignment ID	Alignment Text
4.2.4	Identify and represent equivalent fractions through twelfths, using region/area models, set models, and measurement models.
4.3.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, rulers/number lines, drawings).
4.10.A	Use benchmarks to estimate and measure weight/mass.
4.10.2	Measure objects in both metric and U.S. Customary units (e.g., ounce, pound, gram, or kilogram) to the nearest appropriate measure, using a variety of measuring instruments.
4.10.4.a	1 ounce is about 28 grams;
4.10.4.b	1 nickel has the mass of about 5 grams; and
4.10.4.c	1 kilogram is a little more than 2 pounds.
4.11.2	Estimate the length of everyday objects (e.g., books, windows, tables) in both metric and U.S. Customary units of measure.
4.11.4	Compare estimates of the length of objects with the actual measurement of the length of objects.
4.11.5	Identify equivalent measures of length between U.S. Customary measurements and between metric measurements.
4.11.6.a	1 inch is about 2.5 centimeters;

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Alignment ID	Alignment Text
4.11.6.b	1 meter is a little longer than 1 yard;
4.11.6.c	1 mile is slightly farther than 1.5 kilometers; and
4.11.6.d	1 kilometer is slightly farther than half a mile.
4.12.5	Estimate conversion between U.S. Customary and metric units, using ballpark comparisons, such as 1 quart is a little less than 1 liter, and 1 liter is a little more than 1 quart.
4.13.B	Select and apply appropriate tools to determine perimeter.
4.13.1	Identify and describe situations where the perimeter of an object should be found (e.g., the distance around the edge of walls of the classroom; the length of fencing needed to enclose a playground).
4.13.2	Identify and describe situations in which the area should be found (e.g., laying tile for the floor of the classroom).
4.13.3	Measure the perimeter of an object, using nonstandard units of measure (e.g., unsharpened pencil, board eraser, toothpick, chalk, crayon, paper clip) and record the perimeter including the nonstandard unit of measure used (e.g., 24 paper clips).
4.13.4	Measure the perimeter of concrete objects in both metric and U.S. Customary units of measure to the nearest inch, foot, yard, millimeter, centimeter, or meter.
4.13.5	Determine the perimeter of an object or pictorial representation of an object and label it with the appropriate standard or nonstandard unit of measure.

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Alignment ID	Alignment Text
4.15.B	Understand that the shortest distance between two points on a flat surface is a line segment.
4.15.2	Draw representations of lines, line segments, rays, and angles, using a straightedge, ruler, or angle ruler.
4.16.B	Identify real-world situations that illustrate parallel, intersecting, and perpendicular lines.
4.16.1	Identify lines that are parallel, intersecting, or perpendicular, using their definitions.
4.17.A	Understand that two-dimensional (plane) figures are unique in their defining properties.
4.17.B	Understand that three-dimensional (solid) figures are unique in their defining properties.
4.17.C	Understand the meaning of the term congruent.
4.17.1	Identify and describe the properties of squares, rectangles, triangles, parallelograms, rhombi, and circles.
4.17.2	Identify and describe the properties of spheres, cubes, and rectangular solids (prisms).
4.17.4.b	squares and cubes; and
4.20.C	Understand that bar graphs should be used to compare counts of different categories (categorical data).
4.20.D	Understand how data displayed in bar and line graphs can be interpreted so that informed decisions can be made.

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Alignment ID	Alignment Text
4.20.2	Organize data into a chart or table.
4.20.3	Construct and display data in bar graphs, labeling one axis with equal whole-number increments of 1 or more (numerical data) (e.g., multiples of 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of "Favorite Summer Sports").
4.20.6	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.
4.20.9	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, "The greatest increase in number of soccer players occurred between 1985 and 1990."
4.7.A	Use benchmarks to estimate and measure length.
4.7.4	Compare estimates of the length of objects with the actual measurement of the length of objects.
4.7.5	Identify equivalent measures of length between units within the U.S. Customary measurements and between units within the metric measurements.
4.8.4	Identify equivalent measures of volume between units within the U.S. Customary system.
4.10.D	Identify practical situations that illustrate parallel, intersecting, and perpendicular lines.

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Alignment ID	Alignment Text
4.10.3	Identify practical situations that illustrate parallel, intersecting, and perpendicular lines.
4.11.A	Understand the meaning of the term congruent.
4.11.B	Understand how to identify congruent figures.
4.11.1	Recognize the congruence of plane figures resulting from geometric transformations such as translation, reflection, and rotation, using mirrors, paper folding and tracing.
4.12.A	Identify polygons with 10 or fewer sides in everyday situations.
4.12.B	Identify polygons with 10 or fewer sides in multiple orientations (rotations, reflections, and translations of the polygons).
4.12.2	Identify polygons by name with 10 or fewer sides in multiple orientations (rotations, reflections, and translations of the polygons).
4.14.C	Understand that bar graphs should be used to compare counts of different categories (categorical data).
4.14.D	Understand how data displayed in bar and line graphs can be interpreted so that informed decisions can be made.
4.14.E	Understand that the title and labels of the graph provide the foundation for interpreting the data.
4.14.2	Organize data into a chart or table.

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Alignment ID	Alignment Text
4.14.3	Construct and display data in bar graphs, labeling one axis with equal whole number increments of 1 or more (numerical data) (e.g., 2, 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of "Favorite Summer Sports").
4.14.6	Interpret data from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 30 and categories to 8.
4.14.7	Interpret the data to answer the question posed, and compare the answer to the prediction (e.g., "The summer sport preferred by most is swimming, which is what I predicted before collecting the data.").
4.14.8	Write at least one sentence to describe the analysis and interpretation of the data, identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same.
4.7.a.1	Determine the perimeter of a polygon with no more than eight sides, when the lengths of the sides are given, with diagrams.
4.7.a.2	Determine the perimeter and area of a rectangle when given the measure of two adjacent sides, with and without diagrams.
4.7.a.3	Determine the perimeter and area of a square when the measure of one side is given, with and without diagrams.
4.7.a.4	Solve practical problems that involve determining perimeter and area in U.S. Customary and metric units.

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Alignment ID	Alignment Text
4.8.a.2	Estimate and measure length in U.S. Customary and metric units, measuring to the nearest part of an inch (1/2, 1/4, 1/8), and to the nearest foot, yard, millimeter, centimeter, or meter, and record the length including the unit of measure (e.g., 24 inches). (a)
4.8.a.3	Compare estimates of the length with the actual measurement of the length. (a)
4.8.a.5	Estimate and measure the weight/mass of objects in both U.S. Customary and metric units (ounce, pound, gram, or kilogram) to the nearest appropriate measure, using a variety of measuring instruments. (b)
4.8.a.7.1	length (inches and feet, feet and yards, inches and yards); yards and miles;
4.8.a.7.2	weight/mass (ounces and pounds); and
4.8.a.7.3	liquid volume (cups, pints, quarts, and gallons). (c)
4.10.a.1	Identify and describe points, lines, line segments, rays, and angles, including endpoints and vertices. (a)
4.10.a.3	Identify parallel, perpendicular, and intersecting line segments in plane and solid figures. (b)
4.10.a.4	Identify practical situations that illustrate parallel, intersecting, and perpendicular lines. (b)
4.10.a.5	Use symbolic notation to describe parallel lines and perpendicular lines. (b)
4.11.a.1	Identify concrete models and pictorial representations of solid figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder).

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Alignment ID	Alignment Text
4.11.a.2	Identify and describe solid figures (cube, rectangular prism, square pyramid, and sphere) according to their characteristics (number of angles, vertices, edges, and by the number and shape of faces).
4.11.a.3	Compare and contrast plane and solid figures (circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism) according to their characteristics (number of sides, angles, vertices, edges, and the number and shape of faces).
4.12.a.2	Identify properties of quadrilaterals including parallel, perpendicular, and congruent sides.
4.12.a.3	Classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids.
4.14.a.2	Organize data into a chart or table. (a)
4.14.a.3	Represent data in bar graphs, labeling one axis with equal whole number increments of one or more (numerical data) (e.g., 2, 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of "Favorite Summer Sports"). (a)
4.14.a.6	Interpret data by making observations from bar graphs and line graphs by describing the characteristics of the data and the data as a whole (e.g., the time period when the temperature increased the most, the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). One set of data will be represented on a graph. (b)
4.14.a.7	Interpret data by making inferences from bar graphs and line graphs. (b)

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Alignment ID	Alignment Text
4.14.a.9	Write at least one sentence to describe the analysis and interpretation of the data, identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same. (b)
4.14.a.10	Compare two different representations of the same data (e.g., a set of data displayed on a chart and a bar graph; a chart and a line graph; a pictograph and a bar graph). (c)
4.2.c	identify the division statement that represents a fraction.
4.4.b	add, subtract, and multiply whole numbers;
CE.4.4.a	demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;
CE.4.4.b	estimate and determine sums, differences, and products of whole numbers;
CE.4.4.c	estimate and determine quotients of whole numbers, with and without remainders; and
CE.4.4.d	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.
CE.4.5.b	add and subtract fractions and mixed numbers having like and unlike denominators; and
CE.4.5.c	solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.
CE.4.6.a	add and subtract with decimals; and

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Alignment ID	Alignment Text
CE.4.6.b	solve single-step and multistep practical problems involving addition and subtraction with decimals.
PS.4.13.c	create a model or practical problem to represent a given probability.
PFA.4.16	The student will recognize and demonstrate the meaning of equality in an equation.
4.7.B	Understand the effects of multiplying whole numbers.
4.7.C	Develop flexible methods of multiplying whole numbers.
4.7.1	Estimate the products of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer.
4.8.A	Understand various meanings of division.
4.8.1	Estimate the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.8.2	Find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.9.A	Develop and use strategies to estimate addition and subtraction involving fractions and decimals.
4.9.B	Use visual models to add and subtract with fractions and decimals.
4.9.1	Add and subtract with fractions having like denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil.

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Alignment ID	Alignment Text
4.9.2	Add and subtract with fractions having unlike denominators of 12 or less, using concrete materials pictorial representations and paper and pencil.
4.9.3	Solve problems that involve adding and subtracting with fractions having like and unlike denominators of 12 or less.
4.9.4	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.9.5	Solve problems that involve adding and subtracting with decimals through thousandths.
4.18.A	Understand how to use two numbers to name a point on a coordinate plane.
4.18.B	Understand that a pair of numbers on a coordinate plane corresponds to one and only one point on the grid.
4.18.1	Identify the ordered pair for a point in the first quadrant of a coordinate plane, given the coordinates (x, y).
4.18.2	Locate points in the first quadrant on a coordinate grid, given the coordinates (x, y).
4.2.F	Understand the division statement that represents a fraction.
4.2.a.8	Identify the division statement that represents a fraction with models and in context (e.g., 3/5 means the same as 3 divided by 5 or 3/5 represents the amount of muffin each of five children will receive when sharing 3 muffins equally). (c)

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Alignment ID	Alignment Text
4.4.4	Estimate and find the products of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using paper and pencil and calculators.
4.4.6	Solve single-step and multistep problems using whole number operations.
4.4.7	Verify the reasonableness of sums, differences, products, and quotients of whole numbers using estimation.
4.5.C	Use visual models to add and subtract with fractions and decimals.
4.5.4	Add and subtract with fractions having like denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.5	Add and subtract with fractions having unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.6	Solve problems that involve adding and subtracting with fractions having like and unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.7	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.5.8	Solve single-step and multistep problems that involve adding and subtracting with fractions and decimals through thousandths.
4.13.A	Understand and apply basic concepts of probability.

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Alignment ID	Alignment Text
4.4.a.1	Demonstrate fluency with multiplication through 12 × 12, and the corresponding division facts. (a)
4.4.a.2	Estimate whole number sums, differences, products, and quotients, with and without context. (b, c)
4.4.a.4	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the product of two whole numbers when both factors have two digits or fewer. (b)
4.4.a.5	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend, with and without remainders. (c)
4.4.a.7	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication with whole numbers. (d)
4.4.a.8	Create and solve single-step practical problems involving division with whole numbers. (d)
4.16.A	Understand that mathematical relationships can be expressed using equations.
4.16.2	Write an equation to represent equivalent mathematical relationships (e.g., 4 × 3 = 2 × 6).
4.5.a.4	Estimate the sum or difference of two fractions. (b, c)
4.5.a.5	Add and subtract fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (b)

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Alignment ID	Alignment Text
4.5.a.6	Solve single-step practical problems that involve addition and subtraction with fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (c)
4.6.a.1	Estimate sums and differences of decimals. (a)
4.6.a.2	Add and subtract decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil. (a)
4.6.a.3	Solve single-step and multistep practical problems that involve adding and subtracting with decimals through thousandths. (b)
4.13.a.1	Model and determine all possible outcomes of a given simple event where there are no more than 24 possible outcomes, using a variety of manipulatives (e.g., coins, number cubes, and spinners). (a)
4.13.a.5	Create a model or practical problem to represent a given probability. (c)
4.15.a.4	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules, limited to addition, subtraction, and multiplication of whole numbers and addition and subtraction of fractions with like denominators of 12 or less.
4.15.a.5	Identify the rule in a single-operation numerical pattern found in a list or table, limited to addition, subtraction, and multiplication of whole numbers.
4.16.a.1	Write an equation to represent the relationship between equivalent mathematical expressions (e.g., 4 x 3 = 2 x 6; 10 + 8 = 36 ÷ 2; 12 x 4 = 60 x 12).

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Alignment ID	Alignment Text
4.16.a.2	Identify and use the appropriate symbol to distinguish between expressions that are equal and expressions that are not equal, using addition, subtraction, multiplication, and division (e.g., 4 × 12 = 8 × 6 and 64 ÷ 8 ≠ 8 × 8).

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Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
5.17	The student will describe the relationship found in a number pattern and express the relationship.
5.19	The student will investigate and recognize the distributive property of multiplication over addition.
NS.5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
NS.5.2.a	represent and identify equivalencies among fractions and decimals, with and without models; and
NS.5.2.b	compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.
NS.5.3.b	identify and describe the characteristics of even and odd numbers.
PFA.5.18	The student will identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables.
5.1.6	Compare the value of two decimal numbers through thousandths, using the symbols >, <, or =.
5.2.A	Understand the relationship between commonly used fractions and their decimal form.
5.20.B	Understand the structure of a pattern and how it grows or changes.

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Alignment ID	Alignment Text
5.20.1	Describe numerical and geometric patterns formed by using concrete materials and calculators.
5.20.2	Express the relationship found in numerical and geometric patterns, using words, tables, graphs, or a mathematical sentence.
5.1.a.1	Given a decimal through thousandths, round to the nearest whole number, tenth, or hundredth.
5.3.4	Identify which numbers are even or odd.
5.3.5	Explain and demonstrate with manipulatives, pictorial representations, oral language, or written language why a number is even or odd.
5.2.a.1	Represent fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form with concrete or pictorial models. (a)
5.2.a.2	Represent decimals in their equivalent fraction form (thirds, eighths, and factors of 100) with concrete or pictorial models. (a)
5.2.a.3	Identify equivalent relationships between decimals and fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form without models. (a)
5.2.a.4	Compare and order from least to greatest and greatest to least a given set of no more than four decimals, fractions (proper or improper), and/or mixed numbers with denominators of 12 or less. (b)
5.2.a.5	Use the symbols >, <, =, and ≠ to compare decimals through thousandths, fractions (proper or improper fractions), and/or mixed numbers, having denominators of 12 or less. (b)

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Alignment ID	Alignment Text
5.3.a.4	Identify which numbers are even or odd. (b)
5.3.a.5	Demonstrate with concrete or pictorial representations and explain orally or in writing why a number is even or odd. (b)
5.4.a.3.1	sums, differences, and products do not exceed five digits;
5.4.a.3.3	divisors do not exceed two digits; or
5.4.a.3.4	dividends do not exceed four digits.
5.17.A	Understand that patterns and functions can be represented in many ways and described using words, tables, and symbols.
5.17.1	Describe numerical and geometric patterns formed by using concrete materials and calculators.
5.19.C	Understand when and why the distributive property is used.
5.19.2	Investigate and recognize an equation that represents the distributive property, when given several whole number equations, limited to multiplication over addition.
5.18.a.1	Identify, create, describe, and extend patterns using concrete materials, number lines, tables, or pictures.
5.8.d	estimate and then measure to solve problems, using U.S. Customary and metric units; and
5.10	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

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Alignment ID	Alignment Text
MG.5.8.a	solve practical problems that involve perimeter, area, and volume in standard units of measure; and
MG.5.8.b	differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
MG.5.9.a	given the equivalent measure of one unit, identify equivalent measurements within the metric system; and
MG.5.10	The student will identify and describe the diameter, radius, chord, and circumference of a circle.
MG.5.11	The student will solve practical problems related to elapsed time in hours and minutes within a 24-hour period.
MG.5.13.a	classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles; and
MG.5.14.a	recognize and apply transformations, such as translation, reflection, and rotation; and
5.9.3	Identify the diameter, radius, chord, and circumference of a given circle.
5.10.2	Describe real-life situations where area, perimeter, and volume are appropriate measures to use, and justify their choices orally or in writing.
5.10.3	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
5.11.1.a	length: part of an inch (1/2, 1/4, 1/8), inches, feet, yards, miles, millimeters, centimeters, meters, and kilometers;

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Alignment ID	Alignment Text
5.11.1.b	weight: ounces, pounds, and tons;
5.11.1.c	mass: grams and kilograms;
5.11.1.d	liquid volume: cups, pints, quarts, gallons, milliliters, and liters;
5.11.1.e	area: square units; and
5.11.1.f	temperature: Celsius and Fahrenheit units.
5.12.1	Determine elapsed time in hours and minutes within a 24- hour period.
5.13.B	Understand how to identify a triangle as either acute, right, or obtuse.
5.13.1	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.
5.13.3	Measure right, acute, and obtuse angles, using appropriate tools, and identify their measures in degrees.
5.13.4	Measure the angles of right, acute, and obtuse triangles, using appropriate tools, and identify their measures in degrees.
5.14.A	Understand that triangles can be classified by the measures of their angles.
5.14.2	Classify triangles as right, acute, and obtuse.

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Alignment ID	Alignment Text
5.15.B	Understand that simple plane figures can be combined to make more complicated figures and that complicated figures can be subdivided into simple plane figures.
5.15.1	Recognize and identify the properties of squares, rectangles, triangles, parallelograms, rhombi, kites and trapezoids.
5.15.2	Describe the properties of squares, rectangles, triangles, parallelograms, rhombi, kites and trapezoids.
5.15.4	Identify congruent, non-congruent, and similar figures.
5.15.6	Identify and describe a line of symmetry.
5.15.7	Recognize the images of figures resulting from geometric transformations such as translation, reflection, or rotation.
5.16.2	Analyze and compare properties of three-dimensional (solid) geometric shapes (cylinder, cone, cube, square pyramid, and rectangular prism).
5.18.A	Understand that bar graphs compare categorical data, stem-and-leaf plots list data in a meaningful array, and line graphs show changes over time.
5.18.2	Organize the data into a chart or table.
5.18.3	Construct bar graphs, labeling one axis with equal whole-number or decimal increments and the other axis with attributes of the topic (categorical data) (e.g., skiing, basketball, ice hockey, skating, and sledding as the categories of "Favorite Winter Sports"). Bar graphs will have no more than six categories.

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Alignment ID	Alignment Text
5.18.4	Display data in line graphs, bar graphs, and stem-and-leaf plots.
5.18.9	Write a few sentences to describe the interpretation of the data.
5.8.1.1	the lengths of all sides of a polygon that is not a rectangle or a square are given;
5.8.1.3	the length of a side of a square is given.
5.8.2	Estimate and determine the perimeter of a polygon, and area of a square, rectangle, and right triangle following the parameters listed above, using only whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches).
5.8.3	Estimate and determine the area of a square, with or without diagrams, when the length of a side is given.
5.8.4	Estimate and determine the area of a rectangle, with or without diagrams, when the length and width are given.
5.8.5	Estimate and determine the area of a right triangle, with or without diagrams, when the base and the height are given.
5.8.6	Differentiate among the concepts of area, perimeter, and volume.
5.8.7	Develop a procedure for finding volume using manipulatives (e.g., cubes).
5.8.8	Determine volume in standard units.

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Alignment ID	Alignment Text
5.8.9	Describe practical situations where area, perimeter, and volume are appropriate measures to use, and justify their choices orally or in writing.
5.8.10	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation.
5.8.11.1	length: millimeters, centimeters, meters, and kilometers;
5.8.11.2	mass: grams and kilograms;
5.8.11.3	liquid volume: milliliters, and liters.
5.8.12.1	length: part of an inch (1/2 , 1/4 , 1/8), inches, feet, yards, millimeters, centimeters, meters, and kilometers;
5.8.12.2	weight: ounces, pounds, and tons;
5.8.12.3	mass: grams and kilograms;
5.8.12.4	liquid volume: cups, pints, quarts, gallons, milliliters, and liters;
5.8.12.5	area: square units; and
5.8.12.6.a	Water freezes at 0°C and 32°F.
5.8.12.6.b	Water boils at 100°C and 212°F.

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Alignment ID	Alignment Text
5.8.12.6.c	Normal body temperature is about 37°C and 98.6°F.
5.9.E	Understand that the circumference is the distance around the circle. Perimeter is the measure of the circumference.
5.10.A	Understand that elapsed time can be found by counting on from the beginning time to the finishing time.
5.10.1	Determine elapsed time in hours and minutes within a 24-hour period.
5.11.1	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles and triangles.
5.11.2	Measure right, acute, straight, and obtuse angles, using appropriate tools, and identify their measures in degrees.
5.12.B	Understand that a triangle can be classified as either right, acute, or obtuse according to the measure of its largest angle.
5.12.2	Classify triangles as right, acute, or obtuse.
5.12.3	Classify triangles as equilateral, scalene, or isosceles.
5.13.A	Understand that simple plane figures can be combined to make more complicated figures and that complicated figures can be subdivided into simple plane figures.
5.13.2	Investigate and describe the results of combining and subdividing plane figures.

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Alignment ID	Alignment Text
5.15.A	Understand how to interpret collected and organized data.
5.15.3	Organize the data into a chart, table, stem-and-leaf plots, and line graphs.
5.15.8	Interpret the data in a variety of forms (e.g., orally or in written form).
5.8.a.1	Solve practical problems that involve perimeter, area, and volume in standard units of measure. (a)
5.8.a.2.1	the lengths of all sides of a polygon that is not a rectangle or a square are given;
5.8.a.2.2	the length and width of a rectangle are given; or
5.8.a.2.3	the length of a side of a square is given. (a)
5.8.a.3	Estimate and determine the area of a square and rectangle using whole number measurements given in metric or U.S. Customary units, and record the solution with the appropriate unit of measure (e.g., 24 square inches). (a)
5.8.a.5	Estimate and determine the area of a right triangle, with diagrams, when the base and the height are given. (a)
5.8.a.6	Develop a procedure for determining volume using manipulatives (e.g., cubes). (a)
5.8.a.7	Estimate and determine the volume of a rectangular prism with diagrams, when the length, width, and height are given, using whole number measurements. Record the solution with the appropriate unit of measure (e.g., 12 cubic inches). (a)

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Alignment ID	Alignment Text
5.8.a.8	Describe practical situations where perimeter, area, and volume are appropriate measures to use, and justify orally or in writing. (b)
5.8.a.9	Identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation. (b)
5.9.a.1.1	length (millimeters, centimeters, meters, and kilometers);
5.9.a.1.2	mass (grams and kilograms); and
5.9.a.1.3	liquid volume (milliliters and liters). (a)
5.9.a.2.1	length (millimeters, centimeters, meters, and kilometers);
5.9.a.2.2	mass (grams and kilograms); and
5.9.a.2.3	liquid volume (milliliters, and liters). (b)
5.11.a.1.1	when given the beginning time and the ending time, determine the time that has elapsed;
5.11.a.1.2	when given the beginning time and amount of elapsed time in hours and minutes, determine the ending time; or
5.11.a.1.3	when given the ending time and the elapsed time in hours and minutes, determine the beginning time.

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Alignment ID	Alignment Text
5.12.a.2	Identify the appropriate tools (e.g., protractor and straightedge or angle ruler as well as available software) used to measure and draw angles.
5.12.a.3	Measure right, acute, obtuse, and straight angles, using appropriate tools, and identify their measures in degrees.
5.13.a.1	Classify triangles as right, acute, or obtuse. (a)
5.13.a.2	Classify triangles as equilateral, scalene, or isosceles. (a)
5.13.a.3	Compare and contrast the properties of triangles. (a)
5.14.a.2	Recognize that translations, reflections, and rotations preserve congruency. (a)
5.14.a.3	Identify the image of a polygon resulting from a single transformation (translation, reflection, or rotation). (a)
5.16.a.2	Organize the data into a chart, table, line plot, and stem-and-leaf plot. (a)
5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.
5.6	The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.
5.18.c	model one-step linear equations in one variable, using addition and subtraction; and

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Alignment ID	Alignment Text
CE.5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.
CE.5.5.a	estimate and determine the product and quotient of two numbers involving decimals; and
CE.5.5.b	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.
CE.5.6.a	solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and
CE.5.6.b	solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.
PS.5.17.a	describe mean, median, and mode as measures of center;
PS.5.17.b	describe mean as fair share;
PS.5.17.d	determine the mean, median, mode, and range of a set of data.
5.3.1	Create problems involving the operations of addition, subtraction, multiplication, and/or division of whole numbers, using real-life situations.
5.3.2	Estimate the sum, difference, product, and quotient of whole-number computations.
5.3.3.a	sums, differences, and products will not exceed five digits;

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Alignment ID	Alignment Text
5.3.3.b	multipliers will not exceed two digits;
5.3.3.c	divisors will not exceed two digits; or
5.3.3.d	dividends will not exceed four digits.
5.4.A	Use similar procedures as those developed for whole-number computation and apply them to decimal place values, giving careful attention to the placement of the decimal point in the solution.
5.4.B	Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with decimal numbers.
5.4.4	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using mental computation.
5.7.B	Understand the concept of least common multiple and least common denominator.
5.7.1	Add and subtract fractions having like and unlike denominators. Denominators should be limited to 12 or less, and answers should be expressed in simplest form.
5.7.3	Use estimation to check the reasonableness of a sum or difference.
5.19.A	Understand how to determine the mean, median, mode, and range of a set of data.

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Alignment ID	Alignment Text
5.19.B	Understand that the mean is the numerical average of a data set; the median is the number in the middle of a set of data; the mode is the piece of data that occurs most often; and the range is the spread of a set of data.
5.19.1	Calculate the mean of a group of numbers representing data from a given context.
5.4.1	Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with whole numbers.
5.4.2	Create single-step and multistep problems involving the operations of addition, subtraction, multiplication, and division with and without remainders of whole numbers, using practical situations.
5.4.3	Estimate the sum, difference, product, and quotient of whole number computations.
5.4.4.1	sums, differences, and products will not exceed five digits;
5.4.4.2	multipliers will not exceed two digits;
5.4.4.3	divisors will not exceed two digits; or
5.4.4.4	dividends will not exceed four digits.
5.4.5	Use two or more operational steps to solve a multistep problem. Operations can be the same or different.

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Alignment ID	Alignment Text
5.5.B	Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with decimal numbers.
5.5.C	Understand the various meanings of division and its effect on whole numbers.
5.5.2	Estimate to find the number that is closest to the sum, difference, and product of two numbers expressed as decimals through thousandths.
5.5.3	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil, estimation, mental computation, and calculators.
5.5.6	Create and solve single-step and multistep problems.
5.5.7	A multistep problem needs to incorporate two or more operational steps (operations can be the same or different).
5.4.a.1	Create single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers, with and without remainders.
5.4.a.2	Estimate the sum, difference, product, and quotient of whole numbers.
5.4.a.3.2	factors do not exceed two digits by three digits;
5.5.a.1.1	the factors do not exceed two digits by two digits (e.g., 2.3 × 4.5, 0.08 × 0.9, 0.85 × 2.3, 1.8 × 5); and

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Alignment ID	Alignment Text
5.5.a.1.2	the products do not exceed the thousandths place. (Leading zeroes will not be considered when counting digits.) (a)
5.5.a.2.3	divisors are limited to a single digit whole number or a decimal expressed as tenths; and
5.5.a.2.4	no more than one additional zero will need to be annexed. (a)
5.5.a.3	Use multiple representations to model multiplication and division of decimals and whole numbers. (a)
5.5.a.4	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals. (b)
5.16.A	Understand that mean, median, and mode are described as measures of center.
5.16.B	Understand that mean, median, and mode are three of the various ways that data can be described or summarized.
5.16.C	Understand that mean as fair share is described as equally dividing the data set or the data set has already been divided equally.
5.16.D	Understand how to find the mean, median, and mode of a set of data as measures of center.
5.16.1	Describe and find the mean of a group of numbers representing data from a given context as a measure of center.
5.16.4	Describe mean as fair share.

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Alignment ID	Alignment Text
5.6.a.1	Solve single-step and multistep practical problems involving addition and subtraction with fractions (proper or improper) having like and unlike denominators and/or mixed numbers. Denominators in the problems should be limited to 12 or less (e.g., 5/8 + 1/4, 5/6 − 2/3, 3 3/4 + 2 5/12) and answers should be expressed in simplest form. (a)
5.6.a.2	Solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction (e.g., 6 × 1/3, 1/4 × 8, 9 × 2/3), with models. The denominator will be a factor of the whole number and answers should be expressed in simplest form. (b)
5.6.a.3	Apply the inverse property of multiplication in models. (b)
5.17.a.1	Describe and determine the mean of a group of numbers representing data from a given context as a measure of center. (a, d)
5.17.a.4	Describe mean as fair share. (b)
5.18.a.3	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).
5.18.a.4	Identify the rule in a single-operation numerical pattern found in a list or table (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).

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Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
6.5	The student will investigate and describe concepts of positive exponents and perfect squares.
NS.6.2.a	represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and
NS.6.2.b	compare and order positive rational numbers.
NS.6.3.b	compare and order integers; and
NS.6.4	The student will recognize and represent patterns with whole number exponents and perfect squares.
6.3.A	Understand and use the unique characteristics of certain sets of numbers, including factors; multiples; and prime, composite, even, and odd numbers.
6.3.5	Explain orally and in writing why a number is prime or composite.
6.4.3	Compare two decimals through thousandths by representing the decimals with decimal manipulatives or picture representations or by using place-value charts or the symbols <, "less than or equal to", >, "greater than or equal to", or =.
6.5.2	Represent an integer on a number line.
6.5.4	Compare integers, using the mathematical symbols <, >, and =.
6.20.3	Given a sample space, determine the probability of a simple event. Represent the probability as a ratio, fraction, decimal, or percent where the fraction’s denominator does not exceed 20, decimals are rounded to tenths, and percent is rounded to 1/10 of a percent.

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Alignment ID	Alignment Text
6.21.A	Understand that mathematical patterns can be represented in various forms, geometrically or numerically.
6.21.C	Understand that patterns can be recognized, extended, or generalized.
6.21.D	Understand that numerical patterns may involve adding or multiplying by the same number.
6.21.1	Investigate and apply strategies to recognize and describe the change between terms in numerical patterns.
6.21.2	Investigate and apply strategies to recognize and describe geometric patterns.
6.21.3	Describe verbally and in writing the relationships between consecutive terms in a numerical or geometric pattern.
6.21.4	Extend and apply numerical and geometric patterns to similar situations.
6.21.5	Create numerical and geometric patterns by using a given rule or mathematical relationship.
6.21.6	Describe numerical and geometric patterns, including triangular numbers.
6.2.A	What is the relationship among fractions, decimals and percents? Fractions, decimals, and percents are three different ways to express the same number. A ratio can be written using fraction form (2/3), a colon (2:3), or the word to (2 to 3). Any number that can be written as a fraction can be expressed as a terminating or repeating decimal or a percent.

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Alignment ID	Alignment Text
6.2.1	Identify the decimal and percent equivalents for numbers written in fraction form including repeating decimals.
6.2.3	Describe orally and in writing the equivalent relationships among decimals, percents, and fractions that have denominators that are factors of 100.
6.2.6	Compare two decimals through thousandths using manipulatives, pictorial representations, number lines, and symbols (<,≤,≥, >, =).
6.2.7	Compare two fractions with denominators of 12 or less using manipulatives, pictorial representations, number lines, and symbols (<,≤,≥, >, =).
6.2.9	Order no more than 3 fractions, decimals, and percents (decimals through thousandths, fractions with denominators of 12 or less), in ascending or descending order.
6.3.1	Identify an integer represented by a point on a number line.
6.3.2	Represent integers on a number line.
6.3.3	Order and compare integers using a number line.
6.5.A	What does exponential form represent? Exponential form is a short way to write repeated multiplication of a common factor such as 5 x 5 x 5 x 5 = 5^4.
6.5.1	Recognize and describe patterns with exponents that are natural numbers, by using a calculator.

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Alignment ID	Alignment Text
6.5.3	Recognize powers of ten by examining patterns in a place value chart: 10^4 = 10,000, 10^3 = 1000, 10^2 = 100, 10^1 = 10, 10^0 =1.
6.2.a.2	Determine the decimal and percent equivalents for numbers written in fraction form (proper or improper) or as a mixed number, including repeating decimals. (a)
6.2.a.3	Represent and determine equivalencies among decimals, percents, fractions (proper or improper), and mixed numbers that have denominators that are 12 or less or factors of 100. (a)
6.2.a.5	Order no more than four positive rational numbers expressed as fractions (proper or improper), mixed numbers, decimals, and percents (decimals through thousandths, fractions with denominators of 12 or less or factors of 100). Ordering may be in ascending or descending order. (b)
6.3.a.2	Identify an integer represented by a point on a number line. (a)
6.3.a.3	Compare and order integers using a number line. (b)
6.3.a.4	Compare integers, using mathematical symbols (<, ≤, >, ≥, =). (b)
6.4.a.1	Recognize and represent patterns with bases and exponents that are whole numbers.
6.4.a.3	Recognize powers of 10 with whole number exponents by examining patterns in place value.
6.17.1	Investigate and apply strategies to recognize and describe the change between terms in arithmetic patterns.
6.17.2	Investigate and apply strategies to recognize and describe geometric patterns.

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Alignment ID	Alignment Text
6.19.A	How are the identity properties for multiplication and addition the same? Different? For each operation the identity elements are numbers that combine with other numbers without changing the value of the other numbers. The additive identity is zero (0). The multiplicative identity is one (1).
6.9	The student will make ballpark comparisons between measurements in the U.S. Customary System of measurement and measurements in the metric system.
6.10.d	describe and determine the volume and surface area of a rectangular prism.
MG.6.7.b	solve problems, including practical problems, involving circumference and area of a circle; and
MG.6.7.c	solve problems, including practical problems, involving area and perimeter of triangles and rectangles.
PS.6.10.a	represent data in a circle graph;
PS.6.10.b	make observations and inferences about data represented in a circle graph; and
PS.6.10.c	compare circle graphs with the same data represented in bar graphs, pictographs, and line plots.
6.9.A	Understand that there is a structured relationship between and among units of measure for length, area, weight/mass, and volume in the metric and U.S. Customary systems.
6.10.1	Estimate measurements by comparing the object to be measured against a benchmark.
6.10.2	Solve measurement problems by estimating and determining length, using standard and nonstandard units of measure.

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Alignment ID	Alignment Text
6.10.3	Solve measurement problems by estimating and determining weight/mass, using standard and nonstandard units of measure.
6.10.5	Solve measurement problems by estimating and determining liquid volume/capacity, using standard and nonstandard units of measure.
6.11.2	Apply formulas to solve problems involving area and perimeter of triangles and rectangles.
6.13.2	Draw and measure acute, right, and obtuse angles, using appropriate tools.
6.13.3	Draw and measure acute, right, and obtuse triangles, using appropriate tools.
6.14.B	Understand that plane figures are classified by their defining properties.
6.14.6	Classify and describe the similarities and differences in sets of triangles by sorting.
6.14.7	Classify quadrilaterals by pairs of parallel sides by sorting.
6.14.8	Identify and describe the similarities and differences in sets of quadrilaterals by sorting.
6.17.A	Understand how to interpret a picture of a solid figure from a two-dimensional diagram and vice versa.
6.17.B	Understand the decomposition of a solid figure into a discrete set of surfaces.
6.17.3	Classify rectangular prisms, cones, cylinders, and pyramids by their two-dimensional representations.
6.18.C	Understand that different types of representations can tell different things about the same data.

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Alignment ID	Alignment Text
6.18.1	Collect data sets of no more than 20 items by using tally sheets, surveys, observations, questionnaires, interviews, and polls.
6.18.2	Organize data by using lists, charts, and tables.
6.18.3	Organize and display data in bar and line graphs, displaying the information as clearly as possible by using increments of whole numbers, fractions, and decimals rounded to the nearest tenth.
6.18.4	Organize and display data in circle graphs by depicting information as fractional parts that are limited to halves, fourths, and eighths.
6.18.7.a	Bar graphs are used to display categorical (discrete) data.
6.18.7.c	Circle graphs are used to show a relationship of the parts to a whole.
6.18.8	Interpret data from line, bar, and circle graphs and from stem-and-leaf and box-and-whisker plots.
6.9.1	Estimate the conversion of units of length, weight/mass, volume, and temperature between the U.S. Customary system and the metric system by using ballpark comparisons. Ex: 1 L ≈ 1qt. Ex: 4L ≈ 4 qts.
6.9.2	Estimate measurements by comparing the object to be measured against a benchmark.
6.10.B	What is the difference between area and perimeter? Perimeter is the distance around the outside of a figure while area is the measure of the amount of space enclosed by the perimeter.

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Alignment ID	Alignment Text
6.10.C	What is the relationship between area and surface area? Surface area is calculated for a three-dimensional figure. It is the sum of the areas of the two-dimensional surfaces that make up the three-dimensional figure.
6.10.4	Apply formulas to solve practical problems involving area and perimeter of triangles and rectangles.
6.12.1	Characterize polygons as congruent and noncongruent according to the measures of their sides and angles.
6.13.1	Sort and classify polygons as quadrilaterals, parallelograms, rectangles, trapezoids, kites, rhombi, and squares based on their properties. Properties include number of parallel sides, angle measures and number of congruent sides.
6.14.A	What types of data are best presented in a circle graph? Circle graphs are best used for data showing a relationship of the parts to the whole.
6.14.1	Collect, organize and display data in circle graphs by depicting information as fractional.
6.14.2	Draw conclusions and make predictions about data presented in a circle graph.
6.14.3	Compare and contrast data presented in a circle graph with the same data represented in other graphical forms.
6.7.a.3	Solve problems, including practical problems, involving area and perimeter of triangles and rectangles. (c)
6.9.a.1	Identify regular polygons.

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Alignment ID	Alignment Text
6.9.a.2	Draw lines of symmetry to divide regular polygons into two congruent parts.
6.10.a.1	Collect, organize and represent data in a circle graph. The number of data values should be limited to allow for comparisons that have denominators of 12 or less or those that are factors of 100 (e.g., in a class of 20 students, 7 choose apples as a favorite fruit, so the comparison is 7 out of 20, 7/20, or 35%). (a)
6.10.a.2	Make observations and inferences about data represented in a circle graph. (b)
6.10.a.3	Compare data represented in a circle graph with the same data represented in bar graphs, pictographs, and line plots. (c)
6.8.A	Understand how mathematics relates to problems in daily life.
6.8.2	Choose the operation or operations required to solve the problem.
6.8.5	Present and justify the solution orally or in writing.
6.4	The student will demonstrate multiple representations of multiplication and division of fractions.
6.6.b	estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.
6.7	The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.
CE.6.5.a	multiply and divide fractions and mixed numbers;

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Alignment ID	Alignment Text
CE.6.5.b	solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and
CE.6.5.c	solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals.
CE.6.6.a	add, subtract, multiply, and divide integers;
CE.6.6.b	solve practical problems involving operations with integers; and
MG.6.8.b	identify the coordinates of a point and graph ordered pairs in a coordinate plane.
PS.6.11.a	represent the mean of a data set graphically as the balance point; and
6.6.4	Solve problems that involve multiplication and/or division with fractions and mixed numbers that include denominators of 12 or less, and express answers in simplest form.
6.18.6	Organize and display data sets of no more than 20 numbers in box-and-whisker plots, identifying the lower extreme (minimum), lower quartile, median, upper quartile, and upper extreme (maximum). Use the critical points in a box-and-whisker plot to determine the range and the interquartile range.
6.19.B	Understand that mean, median, and mode are measures of central tendency that are useful for describing data in different situations.
6.19.1	Find the mean for a set of data.
6.19.2	Find the median for a set of data.

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Alignment ID	Alignment Text
6.19.5	Describe the three measures of central tendency and a situation in which each would best represent a set of data.
6.2.4	Represent, by shading a grid, a fraction, decimal, and percent.
6.2.5	Represent in fraction, decimal, and percent form a given shaded region of a grid.
6.4.A	When multiplying fractions, what is the meaning of the operation? When multiplying a whole by a fraction such as 3 x 1/2 , the meaning is the same as with multiplication of whole numbers: 3 groups the size of 1/2 of the whole. When multiplying a fraction by a fraction such as 2/3 x 3/4 , we are asking for part of a part. When multiplying a fraction by a whole number such as 1/2 x 6, we are trying to find a part of the whole.
6.4.1	Demonstrate multiplication and division of fractions using multiple representations.
6.4.2	Model algorithms for multiplying and dividing with fractions using appropriate representations.
6.6.A	How are multiplication and division of fractions and multiplication and division of whole numbers alike? Fraction computation can be approached in the same way as whole number computation, applying those concepts to fractional parts.
6.6.1	Multiply and divide with fractions and mixed numbers. Answers are expressed in simplest form.
6.6.2	Solve single-step and multistep practical problems that involve addition and subtraction with fractions and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less. Answers are expressed in simplest form.

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Alignment ID	Alignment Text
6.6.3	Solve single-step and multistep practical problems that involve multiplication and division with fractions and mixed numbers that include denominators of 12 or less. Answers are expressed in simplest form.
6.7.1	Solve single-step and multistep practical problems involving addition, subtraction, multiplication and division with decimals expressed to thousandths with no more than two operations.
6.11.B	In naming a point in the plane, does the order of the two coordinates matter? Yes. The first coordinate tells the location of the point to the left or right of the y-axis and the second point tells the location of the point above or below the x-axis. Point (0, 0) is at the origin.
6.11.3	Identify the quadrant or the axis on which a point is positioned by examining the coordinates (ordered pair) of the point.
6.11.4	Graph ordered pairs in the four quadrants and on the axes of a coordinate plane.
6.11.5	Identify ordered pairs represented by points in the four quadrants and on the axes of the coordinate plane.
6.11.6	Relate the coordinate of a point to the distance from each axis and relate the coordinates of a single point to another point on the same horizontal or vertical line.
6.15.A	What does the phrase “measure of center” mean? This is a collective term for the 3 types of averages for a set of data – mean, median, and mode.

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Alignment ID	Alignment Text
6.15.B	What is meant by mean as balance point? Mean can be defined as the point on a number line where the data distribution is balanced. This means that the sum of the distances from the mean of all the points above the mean is equal to the sum of the distances of all the data points below the mean. This is the concept of mean as the balance point.
6.15.1	Find the mean for a set of data.
6.15.2	Describe the three measures of center and a situation in which each would best represent a set of data.
6.15.3	Identify and draw a number line that demonstrates the concept of mean as balance point for a set of data.
6.5.a.1	Demonstrate/model multiplication and division of fractions (proper or improper) and mixed numbers using multiple representations. (a)
6.5.a.2	Multiply and divide fractions (proper or improper) and mixed numbers. Answers are expressed in simplest form. (a)
6.5.a.3	Solve single-step and multistep practical problems that involve addition and subtraction with fractions (proper or improper) and mixed numbers, with and without regrouping, that include like and unlike denominators of 12 or less. Answers are expressed in simplest form. (b)
6.5.a.4	Solve single-step and multistep practical problems that involve multiplication and division with fractions (proper or improper) and mixed numbers that include denominators of 12 or less. Answers are expressed in simplest form. (b)

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Alignment ID	Alignment Text
6.5.a.5	Solve multistep practical problems involving addition, subtraction, multiplication and division with decimals. Divisors are limited to a three-digit number, with decimal divisors limited to hundredths. (c)
6.6.a.1	Model addition, subtraction, multiplication and division of integers using pictorial representations or concrete manipulatives. (a)
6.6.a.2	Add, subtract, multiply, and divide two integers. (a)
6.6.a.3	Solve practical problems involving addition, subtraction, multiplication, and division with integers. (b)
6.8.a.2	Identify the quadrant or the axis on which a point is positioned by examining the coordinates (ordered pair) of the point. Ordered pairs will be limited to coordinates expressed as integers. (a)
6.8.a.3	Graph ordered pairs in the four quadrants and on the axes of a coordinate plane. Ordered pairs will be limited to coordinates expressed as integers. (b)
6.8.a.4	Identify ordered pairs represented by points in the four quadrants and on the axes of the coordinate plane. Ordered pairs will be limited to coordinates expressed as integers. (b)
6.8.a.5	Relate the coordinates of a point to the distance from each axis and relate the coordinates of a single point to another point on the same horizontal or vertical line. Ordered pairs will be limited to coordinates expressed as integers. (b)
6.11.a.1	Represent the mean of a set of data graphically as the balance point represented in a line plot. (a)
6.12.a.6	Determine whether a proportional relationship exists between two quantities given a graph of ordered pairs. Unit rates are limited to positive values. (c)

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Alignment ID	Alignment Text
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3.4.5	use knowledge of synonyms (e.g., big/large, mad/angry, ache/pain).
3.4.6	use knowledge of antonyms, (e.g., asleep/awake, smile/frown, start/finish).
R.3.6.c	Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
3.6.3.d	visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs.
3.6.a	Identify the author’s purpose.
3.6.1	identify the author’s purpose (e.g., entertain, inform, persuade).
R.3.6.a	Identify the author’s purpose.
R.3.6.EU.2	understand text features serve a purpose
R.3.6.EKSP.1	identify the author’s purpose for writing, which may include to provide information, to explain a process, or to persuade
3.5.d	Compare and contrast settings, characters, and events.
3.5.e	Identify the author’s purpose.

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Alignment ID	Alignment Text
3.5.f	Ask and answer questions about what is read.
3.5.g	Draw conclusions about text.
3.5.h	Identify the problem and solution.
3.5.i	Identify the main idea.
3.5.j	Identify supporting details.
3.5.k	Use reading strategies to monitor comprehension throughout the reading process.
3.5.l	Differentiate between fiction and nonfiction.
3.5.m	Read with fluency and accuracy.
3.6.d	Ask and answer questions about what is read.
3.6.e	Draw conclusions based on text.
3.6.h	Identify supporting details.
3.6.j	Use reading strategies to monitor comprehension throughout the reading process.
3.4.4	determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat).

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Alignment ID	Alignment Text
3.4.9.a	using transition words of time sequence (e.g., first, second, next, later, after, and finally);
3.4.9.b	using transition words of compare-contrast (e.g., like, unlike, different, and same); and
3.4.9.c	using transition words of cause-effect (e.g., because, if…then, when…then).
R.3.4.EU.1	understand that roots, affixes, synonyms, and antonyms can be used to determine the meaning of unfamiliar words
3.5.B	develop an increased understanding of the essential elements and characteristics of fictional text and poetry.
R.3.4.EU.2	understand that word reference resources can be used to learn word meanings.
3.5.C	develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry.
R.3.4.EKSP.1	use knowledge of homophones to understand unfamiliar words
3.5.1.b	identifying details that support a stated main idea; and
3.5.1.c	expressing a stated main idea in their own words.
R.3.4.EKSP.7	use context clues to verify meaning of unfamiliar words and determine correct homophone usage
R.3.4.EKSP.8	use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.

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Alignment ID	Alignment Text
R.3.5.a	Set a purpose for reading.
R.3.5.b	Make connections between reading selections.
R.3.5.c	Make, confirm, and revise predictions.
R.3.5.d	Compare and contrast settings, characters, and plot events.
3.5.4.a	asking and answering questions about what is read to clarify meaning;
R.3.5.e	Summarize plot events.
3.5.4.b	asking and answering questions to predict what will happen next;
R.3.5.f	Identify the narrator of a story.
3.5.4.c	understanding that sometimes two or more pieces of information need to be put together to answer a question;
R.3.5.g	Ask and answer questions about what is read.
3.5.4.d	understanding that some questions are answered directly in the text;
R.3.5.h	Draw conclusions using the text for support.
3.5.4.e	understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge; and

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Alignment ID	Alignment Text
R.3.5.i	Identify the conflict and resolution.
R.3.5.j	Identify the theme.
R.3.5.k	Use reading strategies to monitor comprehension throughout the reading process.
R.3.5.l	Differentiate between fiction and nonfiction.
R.3.5.m	Read with fluency, accuracy, and meaningful expression.
R.3.5.EU.1	understand the essential elements and characteristics of fictional text and poetry.
R.3.5.EKSP.2	use important plot events to summarize fictional text, literary nonfiction, and poetry
R.3.5.EKSP.3.a	connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
R.3.5.EKSP.3.b	connections between what they already know about the topic and what they find in the reading that is new to them
3.5.9	identify the author’s purpose (e.g., entertain, perform, persuade).
R.3.5.EKSP.4.a	identifying information from the text that supports or contradicts a prediction
3.5.10	ask and answer questions about the text to demonstrate understanding.
R.3.5.EKSP.4.b	revising predictions based on new understandings

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Alignment ID	Alignment Text
3.5.11	draw conclusions about text to make meaning.
R.3.5.EKSP.5.a	describing a character's attributes (e.g., traits, motivations or feelings)
3.5.12	identify the problem (conflict) and solution, main idea or theme, and supporting details.
R.3.5.EKSP.5.b	using evidence from the text to support generalizations about the character
R.3.5.EKSP.5.c	comparing and contrasting characters within a selection or between/among two or more selections
R.3.5.EKSP.5.d	explaining how the actions of characters contribute to the sequence of events
3.5.13.b	asking questions to confirm or refute predictions during reading;
3.5.13.c	using context to confirm or self-correct word recognition and understanding, rereading as necessary;
3.5.13.d	becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and
R.3.5.EKSP.6.a	identifying the time and place of a story, using supporting details from the text
3.5.13.e	discussing the story or poem and/or writing a summary after reading.
R.3.5.EKSP.6.b	identifying the details that make settings similar or different
R.3.5.EKSP.7	compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories)

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Alignment ID	Alignment Text
3.5.14	learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion.
R.3.5.EKSP.8	identify the main conflict and resolution
R.3.5.EKSP.11	demonstrate comprehension by writing about what is read
R.3.5.EKSP.12	read with accuracy, fluency, and meaningful expression to support comprehension.
R.3.6.d	Ask and answer questions about what is read using the text for support.
R.3.6.e	Draw conclusions using the text for support.
R.3.6.g	Identify the main idea.
R.3.6.h	Identify supporting details.
R.3.6.i	Use reading strategies to monitor comprehension throughout the reading process.
3.6.4.a	making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;
R.3.6.EU.3	understand that details and information from the text help the reader draw conclusions.
3.6.5.a	asking and answering questions to clarify meaning;

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Alignment ID	Alignment Text
3.6.5.b	understanding that sometimes two or more pieces of information need to be put together to answer a question; and
3.6.5.c	understanding that some questions are answered directly in the text.
3.6.6	draw conclusions about what they have read.
R.3.6.EKSP.4	identify details that support the main idea
R.3.6.EKSP.5	state the main idea in their own words
3.6.8	identify details that support the main idea of a nonfiction selection.
3.6.9	state in their own words the main idea of a nonfiction selection.
3.6.11.a	becoming aware of when they do not understand;
3.6.11.b	identifying exactly what is causing them difficulty; and
3.6.11.c	generating their own questions to help integrate units of meaning.
3.6.12.d	knowing when meaning breaks down and then rereading to self-correct; and
3.4.d	Use context to clarify meaning of unfamiliar words.
3.4.f	Use vocabulary from other content areas.

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Alignment ID	Alignment Text
3.4.A	use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.
3.4.7	use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.
3.4.8	using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
R.3.4.b	Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
R.3.4.c	Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
3.4.9.d	using vocabulary from history and social science, mathematics, and science; and
R.3.4.d	Use context to clarify meaning of unfamiliar words.
R.3.4.e	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
3.4.9.e	using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.
R.3.4.f	Use vocabulary from other content areas.
R.3.4.g	Use word-reference resources including the glossary, dictionary, and thesaurus.
R.3.4.EKSP.5	use knowledge of synonyms

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Alignment ID	Alignment Text
R.3.4.EKSP.6	use knowledge of antonyms

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
4.6.4	explain author’s purpose (e.g., to entertain, persuade, inform).
R.4.6.EU.2	understand text features serve a purpose
R.4.6.EKSP.2	explain author’s purpose for writing, which may include providing information, explaining a process, or persuading an audience
4.6.h	Distinguish between fact and opinion.
CM.4.1.EKSP.2.i	distinguishing fact from opinion
4.6.9	distinguish between fact and opinion.
R.4.6.g	Distinguish between fact and opinion.
4.5.d	Summarize supporting details.
4.5.e	Identify the problem and solution.
4.5.f	Describe the relationship between text and previously read materials.
4.5.g	Identify sensory words.
4.5.h	Draw conclusions/make inferences about text.

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Alignment ID	Alignment Text
4.5.i	Make, confirm, or revise predictions.
4.5.j	Identify cause and effect relationships.
4.5.k	Use reading strategies throughout the reading process to monitor comprehension.
4.5.l	Read with fluency and accuracy.
4.6.d	Identify the main idea.
4.6.e	Summarize supporting details.
4.6.k	Use reading strategies throughout the reading process to monitor comprehension.
4.4.3	use their knowledge of affixes (prefixes and suffixes) to read and understand the meanings of words.
4.4.4	use their knowledge of synonyms (words with similar meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words.
R.4.4.EU.1	understand that the content and structure of a sentence, paragraph, or reading selection can be used to determine the meaning of an unfamiliar word
4.4.5	derive word meaning by using their knowledge of homophones (words that are pronounced the same but are spelled differently and have different meanings), such as read/red, no/know, hear/here.
4.4.6	use context to select the applicable definition of a word from a glossary or dictionary.

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Alignment ID	Alignment Text
R.4.4.EKSP.1	use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text)
4.4.9	determine the meaning of general academic and content-specific words or phrases in a text.
R.4.4.EKSP.2	use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition
R.4.4.EKSP.3	use knowledge of affixes to read and understand the meanings of words
R.4.4.EKSP.4	apply knowledge of synonyms and antonyms to understand the meanings of unfamiliar words
4.5.A	develop a variety of comprehension strategies.
R.4.4.EKSP.6	use context to select the applicable definition of a word from a glossary or dictionary
4.5.B	read a variety of fictional texts, narrative nonfiction texts, and poetry.
4.5.C	explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.
R.4.4.EKSP.8	determine the meaning of general academic and content-specific words or phrases in a text.
4.5.1	explain the author’s purpose (e.g., to entertain, inform, or persuade).
4.5.2	describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.

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Alignment ID	Alignment Text
R.4.5.a	Describe how the choice of language, setting, and characters contributes to the development of plot.
4.5.3	describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character's thoughts).
R.4.5.b	Identify the theme(s).
4.5.5	identify the facts contained in a piece of narrative nonfiction.
R.4.5.c	Summarize events in the plot.
4.5.6	identify the main idea or theme of a text and summarize using supporting details.
R.4.5.d	Identify genres.
4.5.7	identify the problem (conflict) and solution.
R.4.5.e	Identify the narrator of a story and the speaker of a poem.
4.5.8	discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).
R.4.5.f	Identify the conflict and resolution.
4.5.9	make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

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Alignment ID	Alignment Text
R.4.5.g	Identify sensory words.
4.5.10	identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.
R.4.5.h	Draw conclusions/make inferences about text using the text as support.
4.5.11	refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
R.4.5.i	Compare/contrast details in literary and informational nonfiction texts.
4.5.12	identify cause and effect relationships.
R.4.5.j	Identify cause and effect relationships.
4.5.13	make, confirm, or revise predictions.
R.4.5.k	Use reading strategies throughout the reading process to monitor comprehension.
4.5.14	read familiar text with fluency, accuracy, and prosody.
R.4.5.l	Read with fluency, accuracy, and meaningful expression.
R.4.5.EU.1	understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry
4.5.15	read with sufficient accuracy and fluency to support comprehension.

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Alignment ID	Alignment Text
R.4.5.EU.2	understand the similarities and differences between literary and informational nonfiction texts.
4.5.16	become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
R.4.5.EKSP.1	describe how an author's choice of language, setting, and characters develops the plot and contributes to the sequence of events
R.4.5.EKSP.2	describe in depth a character, setting, or event, drawing on specific details from the text (e.g., words, actions, or a character's thoughts).
R.4.5.EKSP.5.a	thematic topic
R.4.5.EKSP.5.b	lessons learned
R.4.5.EKSP.6	summarize plot events using supporting details
4.6.5	identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
R.4.5.EKSP.7	identify the main conflict and resolution in a poem, section of text, or book
R.4.5.EKSP.8	analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events)
4.6.6	combine information from various places in the text to draw a conclusion.

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Alignment ID	Alignment Text
R.4.5.EKSP.9	make connections between the text of a story and a visual/oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
4.6.7	make simple inferences, using information from the text.
R.4.5.EKSP.10	identify sensory words that describe sights, sounds, smells, and tastes, and describe how they contribute to the text
R.4.5.EKSP.11	refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
R.4.5.EKSP.12.a	identifying information from the text that supports or contradicts a prediction
R.4.5.EKSP.12.b	revising predictions based on new understandings
4.6.13	become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).
R.4.5.EKSP.13	demonstrate comprehension and apply strategies by writing about what is read
R.4.5.EKSP.14	read familiar text with fluency, accuracy, and meaningful expression
R.4.5.EKSP.15	read with sufficient accuracy and fluency to support comprehension.
R.4.6.b	Explain the author’s purpose.
R.4.6.c	Identify the main idea.

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Alignment ID	Alignment Text
R.4.6.d	Summarize supporting details.
R.4.6.e	Draw conclusions and make inferences using textual information as support.
R.4.6.h	Use reading strategies throughout the reading process to monitor comprehension.
R.4.6.EU.3	understand that details and information from the text are used to draw conclusions and make inferences.
R.4.6.EKSP.1	explain how written text and accompanying graphics connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations)
R.4.6.EKSP.3	identify the main idea and summarize supporting details
R.4.6.EKSP.4	draw conclusions and make inferences using information from the text
4.4.b	Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
4.4.d	Develop vocabulary by listening to and reading a variety of texts.
4.4.e	Use vocabulary from other content areas.
4.4.A	use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word.
R.4.4.a	Use context to clarify meanings of unfamiliar words.

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Alignment ID	Alignment Text
R.4.4.b	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
4.4.1	use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).
R.4.4.c	Use word-reference materials.
R.4.4.d	Use vocabulary from other content areas.
4.4.2	use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.
R.4.4.e	Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.
R.4.4.EU.2	understand that roots, affixes, synonyms, and antonyms can help a reader determine the meaning of unfamiliar words
R.4.4.EU.3	understand that word reference resources can help a reader learn word meanings
4.4.8	develop vocabulary by listening to and reading a variety of texts.
R.4.4.EKSP.5	derive word meaning by using knowledge of homophones such as read/red, no/know, hear/here
R.4.4.EKSP.7	identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
RS.5.9.EKSP.3	analyze and use information presented on charts, maps, and graphs
5.5.19	recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).
5.4.d	Identify an author’s use of figurative language.
5.4.g	Study word meanings across content areas.
5.7.f	Use precise and descriptive vocabulary to create tone and voice.
5.7.h	Revise for clarity of content using specific vocabulary and information.
R.5.4.d	Identify an author’s use of figurative language.
R.5.4.e	Use word-reference materials.
R.5.4.f	Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.
R.5.4.EU.3	understand that word reference resources can help the reader learn word meanings
R.5.4.EKSP.4	identify the meaning of Greek and Latin affixes
R.5.4.EKSP.5	identify when an author uses figurative language

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Alignment ID	Alignment Text
5.7.3.a.3	use specific vocabulary to inform and explain the topic; and
5.7.3.b.3	use specific vocabulary, words, and phrases to convey experiences and events
5.7.11	choose precise descriptive vocabulary and information to create tone and voice.
5.7.14	use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain.
W.5.7.j	Use precise and descriptive vocabulary to create tone and voice.
W.5.7.l	Revise writing for clarity of content using specific vocabulary and information.
W.5.7.EKSP.2	write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety
W.5.7.EKSP.4.a.3	use specific vocabulary to inform and explain the topic
W.5.7.EKSP.11	choose precise, descriptive vocabulary and information to create tone and voice
5.5.e	Describe how an author’s choice of vocabulary contributes to the author’s style.
5.5.f	Identify and ask questions that clarify various points of view.
5.5.k	Make, confirm, or revise predictions.
5.5.m	Read with fluency and accuracy.

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Alignment ID	Alignment Text
5.5.2.b	their speech and actions; and
5.5.2.c	what other characters in the story say or think about them.
5.5.3	understand that some characters change during the story or poem and some characters stay the same.
5.5.4	understand that the main character has a conflict that usually gets resolved.
5.5.5	identify the conflict or problem of the plot.
5.5.7	identify the events in sequence that lead to resolution of the conflict.
5.5.10	describe how an author's choice of vocabulary contributes to the author's style.
R.5.5.b	Discuss the impact of setting on plot development.
R.5.5.d	Identify theme(s).
R.5.5.e	Explain the resolution of conflict(s).
5.5.16	make, confirm, or revise predictions.
R.5.5.g	Differentiate between first and third person point-of-view.
5.5.18	read familiar text with fluency, accuracy, and expression to support comprehension.

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Alignment ID	Alignment Text
R.5.5.i	Explain how an author's choice of vocabulary contributes to the author's style.
R.5.5.EKSP.2.a	what a character says
R.5.5.EKSP.2.b	what a character thinks
R.5.5.EKSP.2.c	what a character does
R.5.5.EKSP.2.d	what other characters in the story say or think about them.
R.5.5.EKSP.3	describe how some characters change and how some characters stay the same
R.5.5.EKSP.4	identify and explain the main conflict and resolution of the plot
R.5.5.EKSP.5	identify the events in sequence that lead to resolution of the conflict
R.5.5.EKSP.6	discuss why an author might have used particular words and phrases
R.5.5.EKSP.7	determine who is telling the story and identify if the point-of-view is first or third person
R.5.5.EKSP.8.a	thematic topic
R.5.5.EKSP.8.b	lessons learned
R.5.5.EKSP.10	make, confirm, or revise predictions
R.5.5.EKSP.11	demonstrate comprehension and apply strategies to write about what is read

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Alignment ID	Alignment Text
R.5.5.EKSP.12	identify genres, including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, mystery
R.5.5.EKSP.13	analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).
5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
5.4.f	Develop vocabulary by listening to and reading a variety of texts.
5.5.g	Identify main idea.
5.5.h	Summarize supporting details from text.
5.5.i	Draw conclusions and make inferences from text.
5.5.j	Identify cause and effect relationships.
5.5.l	Use reading strategies throughout the reading process to monitor comprehension.
5.6.d	Identify the main idea of nonfiction texts.
5.6.e	Summarize supporting details in nonfiction texts.
5.6.l	Use reading strategies throughout the reading process to monitor comprehension.

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Alignment ID	Alignment Text
5.9.e	Develop notes that include important concepts, summaries, and identification of information sources.
5.4.6	understand how a prefix changes the meaning of a root word.
5.4.8	use word references and context clues to determine which meaning is appropriate in a given situation.
5.4.10	develop vocabulary by listening to and reading a variety of texts.
R.5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
5.5.A	choose from a variety of comprehension strategies.
5.5.B	read a variety of fictional texts, narrative nonfiction texts, and poetry.
5.5.C	describe character and plot development.
5.5.1	discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters).
R.5.4.EU.1	understand that the content and structure of a sentence, paragraph, or reading selection can help the reader determine the meaning of an unfamiliar word
5.5.2.a	what is directly stated in the text;
R.5.4.EKSP.1	use context as a clue to infer the correct meanings of unfamiliar words and phrases

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Alignment ID	Alignment Text
R.5.4.EKSP.2	use context and sentence structure to determine meanings and differentiate among multiple meanings of words
5.5.6	understand that plot is developed through a series of events.
R.5.4.EKSP.6	use word references and context clues to determine which meaning is appropriate in a given situation
5.5.8	discuss why an author might have used particular words and phrases.
5.5.11	identify and ask questions that clarify various points of view.
R.5.5.a	Summarize plot events using details from text.
5.5.12	identify main idea or theme.
R.5.5.c	Describe character development.
5.5.13	summarize supporting details from text.
5.5.14	draw conclusions/make inferences from text.
5.5.15	identify cause and effect relationships.
R.5.5.f	Identify genres.
5.5.17	become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

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Alignment ID	Alignment Text
R.5.5.j	Draw conclusions and make inferences with support from the text.
R.5.5.k	Identify cause and effect relationships.
R.5.5.l	Compare/contrast details in literary and informational nonfiction texts.
R.5.5.m	Use reading strategies throughout the reading process to monitor comprehension.
R.5.5.EU.1	understand the essential elements and characteristics of fictional text, literary nonfiction, and poetry
R.5.5.EU.2	understand the similarities and differences between literary and informational nonfiction texts.
R.5.5.EKSP.1	summarize important plot events, using specific details from the text
5.6.4	determine the main idea of a text and summarize supporting key details.
5.6.7	form opinions and draw conclusions from the selection.
5.6.8	locate details to support opinions, predictions, and conclusions.
5.6.10	distinguish between fact and opinion.
5.6.11	identify, compare, and contrast relationships between characters, events, and facts.
5.6.14	become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

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Alignment ID	Alignment Text
R.5.5.EKSP.9	refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
R.5.6.c	Identify the main idea.
R.5.6.d	Summarize supporting details.
R.5.6.g	Locate information from the text to support opinions, inferences, and conclusions.
R.5.6.i	Differentiate between fact and opinion.
R.5.6.j	Compare and contrast details and ideas within and between texts.
R.5.6.k	Use reading strategies throughout the reading process to monitor comprehension.
R.5.6.EU.3	understand that readers draw conclusions and make inferences based on details and information from the text.
R.5.6.EKSP.1	determine the main idea of a text and summarize supporting key details
R.5.6.EKSP.4	draw conclusions and make inferences using the text as support
5.4.c	Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
5.4.A	apply knowledge of word structure and context clues to determine the meanings of unfamiliar words.
5.4.1	use context as a clue to infer the correct meanings of unfamiliar words and phrases.

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Alignment ID	Alignment Text
5.4.2	use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
R.5.4.a	Use context to clarify meaning of unfamiliar words and phrases.
R.5.4.c	Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
R.5.4.EU.2	understand that roots, affixes, synonyms, and antonyms can help the reader determine the meaning of unfamiliar words
R.5.4.EKSP.3	apply knowledge of roots, affixes synonyms, antonyms, and homophones
R.5.4.EKSP.7	select and use the word-reference material, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.

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Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
6.4.d	Identify and analyze figurative language.
R.6.4.EU.4	recognize that figurative language enriches text.
R.6.5.EU.3	understand that poetry can be rhymed, unrhymed, and/or patterned
6.5.10.1	rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., farm/harm;
6.5.10.2	rhythm – the recurring pattern of strong and weak syllabic stresses;
6.5.10.3	repetition – repeated use of sounds, words, or ideas for effect and emphasis;
R.6.5.EKSP.13.a	haiku
R.6.5.EKSP.13.b	limerick
6.5.10.4	alliteration – repetition of initial sounds, e.g., picked a peck of pickled peppers; and
6.5.10.5	onomatopoeia – the use of a word whose sound suggests its meaning, e.g., buzz.
R.6.5.EKSP.13.c	ballad
R.6.5.EKSP.13.d	free verse

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Alignment ID	Alignment Text
R.6.5.EKSP.14.a	rhyme
R.6.5.EKSP.14.b	rhythm
R.6.5.EKSP.14.c	repetition
R.6.5.EKSP.14.d	alliteration
R.6.5.EKSP.14.e	onomatopoeia
R.6.6.h	Differentiate between fact and opinion.
R.6.5.a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
R.6.5.b	Describe cause and effect relationships and their impact on plot.
R.6.5.d	Differentiate between first and third person point-of-view.
6.5.D	analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
6.5.E	identify and define the elements of narrative structure.
R.6.5.g	Identify the characteristics of a variety of genres.
R.6.5.h	Identify and analyze the author’s use of figurative language.

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Alignment ID	Alignment Text
R.6.5.j	Identify transitional words and phrases that signal an author's organizational pattern.
6.5.J	understand that imagery and figurative language enrich texts.
6.5.K	recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.
R.6.5.EU.1	understand that the author uses images to craft a message and create characters
6.5.M	recognize that prior or background knowledge assists in making connections to the text.
6.5.1	understand setting as time and place.
R.6.5.EU.4	understand that imagery and figurative language enrich texts
R.6.5.EU.5	recognize an author's craft as the purposeful choice of vocabulary, sentence formation, voice, and tone.
6.5.2.1	the development of the central conflict and resolution;
R.6.5.EKSP.1	identify setting as time and place
6.5.2.2	the sequence of events in the story; and
R.6.5.EKSP.2.a	the development of the central conflict and resolution
6.5.2.3	the writer's map for what happens, how it happens, to whom it happens, and when it happens.

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Alignment ID	Alignment Text
R.6.5.EKSP.2.b	the sequence of events in the story
6.5.3.1	what a character says;
R.6.5.EKSP.2.c	the writer's map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens
R.6.5.EKSP.3	identify characters as protagonist and antagonist
6.5.3.2	what a character thinks;
R.6.5.EKSP.4	identify point of view and distinguish between first and third person
6.5.3.3	what a character does; and
6.5.3.4	how other characters respond to the character.
R.6.5.EKSP.5.a	what a character says
R.6.5.EKSP.5.b	what a character thinks
6.5.5.1	internal conflicts within characters;
R.6.5.EKSP.5.c	what a character does
6.5.5.2	external conflicts between characters; and

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Alignment ID	Alignment Text
R.6.5.EKSP.5.d	how other characters respond to the character
R.6.5.EKSP.6	determine a theme(s) and explain how it is developed through specific details
6.5.5.3	changes in characters as a result of conflicts and resolutions in the plot.
6.5.6	describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution.
R.6.5.EKSP.7.a	internal conflicts within characters
R.6.5.EKSP.7.b	external conflicts between characters
6.5.7.1	language patterns;
6.5.7.2	sentence variety;
R.6.5.EKSP.8	describe how a fictional plot is often episodic, and how characters develop as the plot moves toward a resolution
6.5.7.3	vocabulary;
R.6.5.EKSP.9.a	language patterns
6.5.7.4	imagery;
R.6.5.EKSP.9.b	sentence variety

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Alignment ID	Alignment Text
6.5.7.5	and figurative language.
R.6.5.EKSP.9.c	vocabulary
6.5.8.1	simile – figures of speech that use the words like or as to make comparisons;
R.6.5.EKSP.9.d	imagery
6.5.8.2	hyperbole – intentionally exaggerated figures of speech; and
R.6.5.EKSP.9.e	figurative language
6.5.8.3	metaphor – a figure of speech that makes a comparison equating two or more unlike things without using "like" or "as."
R.6.5.EKSP.9.f	word choice to develop mood and tone
R.6.5.EKSP.10	differentiate among a variety of fictional genres, including short story, novel, and drama
R.6.5.EKSP.11.a	simile
R.6.5.EKSP.11.b	hyperbole
R.6.5.EKSP.11.c	metaphor
R.6.5.EKSP.11.d	personification

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Alignment ID	Alignment Text
R.6.5.EKSP.12	differentiate between narrative and poetic forms
6.5.11	recognize an author's tone including serious, humorous, objective, and personal.
6.5.13	use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development.
6.5.14	use graphic organizers to record changes in characters as a result of incidents in the plot.
6.5.16	analyze author's use of figurative language.
6.5.17	identify how transitional words signal an author's organization such as words indicating time, cause and effect, or indicating more information.
R.6.5.EKSP.15	describe how characters change as a result of incidents in the plot
R.6.5.EKSP.16	identify how transitional words signal an author's organization, such as words indicating time, cause and effect, or indicating more information
R.6.5.EKSP.17	compare and contrast two or more texts on the same topic or with similar themes
R.6.5.EKSP.20	demonstrate comprehension and apply strategies to write about what is read.
6.6.3.1	definitions – which define words within the text;
6.6.3.2	signal words – which alert readers that explanations or examples follow;

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Alignment ID	Alignment Text
6.6.3.3	direct explanations – which explain terms as they are introduced;
6.6.9	recognize that a fact is something that can be proven, while an opinion is a personal feeling.
6.4.a	Identify word origins and derivations.
6.4.e	Use word-reference materials.
6.4.f	Extend general and specialized vocabulary through speaking, listening, reading, and writing.
6.5.h	Identify the main idea.
6.5.l	Use reading strategies to monitor comprehension throughout the reading process.
6.6.e	Draw conclusions and make inferences based on explicit and implied information.
6.6.i	Compare and contrast information about one topic, which may be contained in different selections.
6.6.j	Identify the author’s organizational pattern.
6.6.k	Identify cause and effect relationships.
6.6.l	Use reading strategies to monitor comprehension throughout the reading process.
6.4.1	use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible).

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Alignment ID	Alignment Text
6.4.2	identify Latin and Greek roots of common English words as clues to the meaning.
6.4.3	separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony.
R.6.4.a	Identify word origins and derivations.
R.6.4.e	Use word-reference materials.
R.6.4.f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.
6.4.8.1	examples;
6.4.8.2	restatements; and
6.4.8.3	contrast.
R.6.4.EKSP.2	separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony
R.6.4.EKSP.6	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
R.6.5.e	Describe how word choice and imagery contribute to the meaning of a text.
R.6.5.f	Draw conclusions and make inferences using the text for support.

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Alignment ID	Alignment Text
R.6.5.i	Compare/contrast details in literary and informational nonfiction texts.
R.6.5.k	Use reading strategies to monitor comprehension throughout the reading process.
6.5.4	determine a central idea or theme of a fictional text and how it is developed through specific details.
6.5.12	use strategies for summarizing, such as graphic organizers.
6.5.15	use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
R.6.5.EKSP.18	use evidence from the text(s) for support when drawing conclusions and making inferences
R.6.5.EKSP.19	analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
R.6.6.b	Identify main idea.
R.6.6.c	Summarize supporting details.
R.6.6.d	Create an objective summary including main idea and supporting details.
R.6.6.e	Draw conclusions and make inferences based on explicit and implied information.
6.6.J.1	to entertain;
6.6.J.2	to inform; and

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Alignment ID	Alignment Text
6.6.J.3	to persuade.
R.6.6.j	Analyze ideas within and between selections providing textual evidence.
R.6.6.k	Use reading strategies to monitor comprehension throughout the reading process.
6.6.1.3	preview of key vocabulary
R.6.6.EU.3	understand text features are created purposefully and are an aid to comprehension
R.6.6.EU.4	understand that all texts contain messages stated or implied by an author
6.6.2.3	vocabulary;
R.6.6.EU.5	understand that there are strategies including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary
R.6.6.EKSP.1.c	vocabulary
6.6.3.6	inferences – which imply meaning and help readers deduce meaning.
6.6.4	give evidence from the text to support conclusions.
R.6.6.EKSP.3	use context, structural analysis, and reference sources to determine the meaning of unfamiliar and technical vocabulary
R.6.6.EKSP.4	make inferences and draw conclusions using the text(s) for support

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Alignment ID	Alignment Text
R.6.6.EKSP.5	identify similarities and differences in the information found in several sources about the same topic
6.6.7	identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
6.6.8	comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.
R.6.6.EKSP.6.a	delete trivia and redundancy
R.6.6.EKSP.6.b	substitute a general term for a list
6.6.10	determine a central idea of a text and recognize how details support that idea.
R.6.6.EKSP.6.c	find or create a main idea statement
6.6.12.3	find or create a main idea statement.
6.6.13	summarize the text without providing a personal opinion.
6.6.14	compare and contrast similar information across several texts.
6.4.b	Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
6.4.C	recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate.
6.4.4	recognize common antonyms and synonyms.

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Alignment ID	Alignment Text
6.4.6	use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
6.4.7.1	synonyms – small: little;
R.6.4.b	Use roots, affixes, synonyms, and antonyms to expand vocabulary.
6.4.7.2	antonyms – up: down;
R.6.4.c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
6.4.7.3	object/action – ear: hear;
6.4.7.4	source/product – tree: lumber;
6.4.7.5	part/whole – paw: dog; and
6.4.7.6	animal/habitat – bee: hive.
R.6.4.EU.3	recognize that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate
R.6.4.EKSP.3	use context clues to determine meanings of unfamiliar words in text, such as examples, restatements, and contrast

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Alignment ID	Alignment Text
6.4.11	determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.
6.6.H	use a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary.
6.6.3.4	synonyms – which provide a more commonly used term;
6.6.3.5	antonyms – which contrast words with their opposites; and

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
1.13.c	Revise by adding descriptive words when writing about people, places, things, and events.
1.13.7	revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers.
W.1.12.e	Revise by adding descriptive words when writing about people, place, things, and events.
W.1.12.EKSP.8	write to describe a person, place, or thing using adjectives
W.1.12.EKSP.9	revise writing with additional descriptive words (i.e., adjectives)
1.5.c	Identify letters, words, sentences, and ending punctuation.
1.5.2	identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points).
1.7.8	use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
R.1.4.c	Identify letters, words, sentences, and ending punctuation.
R.1.6.EKSP.7	use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension
R.1.7.EKSP.5	use common irregular plural forms, such as man/men, child/children, and mouse/mice.

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

Alignment ID	Alignment Text
R.1.7.h	Use verbs to identify actions.
1.7.d	Use knowledge of sentence structure.
1.13.d	Use complete sentences in final copies.
1.7.7	use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody).
R.1.6.d	Use knowledge of sentence structure.
W.1.13.a	Use complete sentences.
R.1.7.f	Use singular and plural nouns.
R.1.7.g	Use adjectives to describe nouns.
CM.1.1.EKSP.9	use verbs to give directions orally
1.13.e	Begin each sentence with a capital letter and use ending punctuation in final copies.
1.5.3	differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
1.13.8	in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.

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Alignment ID	Alignment Text
1.13.9	capitalize days of the week and months of the year.
1.13.10	capitalize names of people.
R.1.4.EKSP.3	recognize that a sentence starts with a capital letter and ends with a period, question mark, or an exclamation point.
W.1.11.EKSP.4	print first and last names, beginning each with a capital letter
W.1.13.b	Begin each sentence with a capital letter and use ending punctuation.
W.1.13.EKSP.1	use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
W.1.13.EKSP.2	capitalize the pronoun I
W.1.13.EKSP.3	capitalize days of the week and months of the year
W.1.13.EKSP.4	capitalize names of people

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
2.8.24	pause at commas and periods during oral reading.
W.2.11.EKSP.5	identify simple abbreviations, including those for titles (e.g., Mr., Mrs., Ms., and Dr.), calendar words (e.g., Jan., Feb., Mon., Tue.), and address words (e.g., St., Rd.)
2.13.c	Capitalize all proper nouns and the word I.
W.2.11.c	Capitalize all proper nouns and the word I.
2.13.4	capitalize the word I.
W.2.11.EU.1	understand that proper grammar, capitalization, punctuation, and spelling contribute to the meaning of writing.
W.2.10.EKSP.12	produce and expand complete simple and compound sentences (e.g., The girl listened to the music. The little girl listened to the loud music.)
W.2.10.EKSP.15	avoid stringing ideas together with and or then.
2.13.b	Use and punctuate declarative, interrogative, and exclamatory sentences.
W.2.11.b	Use and punctuate declarative, interrogative, and exclamatory sentences.
2.6.4	use knowledge of word order, including subject, verb, and adjectives, to check for meaning.

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

Alignment ID	Alignment Text
R.2.5.EKSP.4	use knowledge of word order, including subject, verb, and adjectives, to check for meaning.
W.2.10.EKSP.7	write complete sentences
2.12.7	write complete sentences.
2.12.12	produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).
2.12.16	avoid stringing ideas together with and or then.
W.2.11.a	Recognize and use complete sentences.
2.13.A	understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.
2.13.1	recognize and use complete sentences.
2.13.2	punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point).
2.13.3	capitalize all proper nouns and words at the beginning of sentences.
W.2.11.EKSP.1	punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point
W.2.11.EKSP.2	capitalize the word I, all proper nouns, and words at the beginning of sentences

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

Alignment ID	Alignment Text
2.13.d	Use singular and plural nouns and pronouns.
2.13.h	Use correct spelling for commonly used sight words, including compound words and regular plurals.
2.12.17	begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
W.2.11.d	Use singular and plural nouns and pronouns.
W.2.11.h	Use correct spelling for commonly used sight words, including compound words and regular plurals.
2.13.5	use singular and plural nouns and pronouns.
2.13.6	use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).
2.13.9	spell commonly used sight words, compound words, and regular plurals correctly.
W.2.11.EKSP.3	use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish)
2.12.9	use adjectives to elaborate and expand simple sentences.
W.2.10.EKSP.9	use adjectives to elaborate and expand simple sentences
W.2.11.k	Use adjectives correctly.
2.13.e	Use apostrophes in contractions and possessives.
2.13.f	Use contractions and singular possessives.

0545201063 Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
2.7.10	demonstrate an understanding of the meaning of contractions (e.g., don’t- do not).
R.2.6.EKSP.10	demonstrate an understanding of the meaning of contractions
W.2.11.e	Use apostrophes in contractions and possessives.
W.2.11.f	Use contractions and singular possessives.
2.13.7	use apostrophes to form contractions and common singular possessives.
W.2.11.EKSP.4	use apostrophes to form contractions and common singular possessives
2.1.c	Use correct verb tenses in oral communication.
2.13.j	Use verbs and adjectives correctly in sentences.
W.2.11.j	Use past and present verbs.
2.13.11	use verbs and adjectives correctly in sentences (e.g., The friendly girls talk loudly. The friendly girl talks loudly.).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
3.10.i	Use the articles a, an, and the correctly.
W.3.9.d	Use adjectives correctly.
W.3.9.i	Use the articles a, an, and the correctly.
W.3.9.EKSP.3	use singular possessives to demonstrate ownership
3.10.a	Use complete sentences.
3.10.c	Use the word I in compound subjects.
W.3.9.a	Use complete sentences.
W.3.9.b	Use the word I in compound subjects.
3.10.h	Use apostrophes in contractions with pronouns and in possessives.
3.3.A	understand the need to apply word-analysis skills to decode words.
R.3.3.EU.1	understand the need to apply word-analysis skills to decode words.
W.3.9.h	Use apostrophes in contractions with pronouns and in possessives.
3.10.6.b	apostrophes in contractions with pronouns, (e.g., I’d, we’ve);

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

Alignment ID	Alignment Text
3.10.f	Use commas in a simple series.
3.6.12.b	using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;
W.3.9.f	Use commas in a simple series.
W.3.9.EU.1	understand editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
W.3.9.EKSP.4	use correct punctuation for commas in a simple series and apostrophes in contractions with pronouns (e.g., I'd, we've).
3.10.6.a	commas in a simple series;
3.10.6.c	using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like he said and she exclaimed); and
3.10.d	Use past and present verb tense.
W.3.8.EKSP.7	use precise nouns, verbs, and adjectives
W.3.9.c	Use past and present verb tense.
3.9.11	use precise nouns, verbs, and adjectives.

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

Alignment ID	Alignment Text
W.3.9.EKSP.2	choose and use past and present verb tenses for clarity

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
W.4.8.EU.1	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
W.4.8.EKSP.3	use knowledge of sentence structure to form complete sentences
4.7.1	apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
4.8.1	apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
W.4.8.EKSP.1	apply knowledge of the usage/mechanics writing domain
4.8.d	Use noun-pronoun agreement.
4.8.6	use noun/pronoun agreement (pronoun agrees in number and gender with its antecedent).
4.8.7	use reflexive pronouns (e.g., myself, ourselves).
W.4.8.c	Use noun-pronoun agreement.
W.4.8.EKSP.4	use noun/pronoun agreement
W.4.8.EKSP.5	use reflexive pronouns correctly (e.g., myself, ourselves)
W.4.7.EKSP.5.a.3	use specific vocabulary to inform and explain the topic; and provide a conclusion related to the topic

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

Alignment ID	Alignment Text
4.8.b	Include prepositional phrases.
W.4.7.k	Use transition words and prepositional phrases for sentence variety.
4.8.a	Use subject-verb agreement.
4.8.2	use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).
4.8.3	appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.
W.4.8.a	Use subject-verb agreement.
W.4.8.EKSP.2	use subject-verb agreement (i.e., singular nouns with singular verbs; plural nouns with plural verbs)
4.8.8	use commas in series, dates, and addresses.
W.4.8.f	Use quotation marks with dialogue.
4.8.f	Incorporate adjectives and adverbs.
4.8.5	appropriately identify and use the following parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions in their writing.
4.8.9	use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well.")).

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

Alignment ID	Alignment Text
W.4.8.e	Correctly use adjectives and adverbs.
W.4.8.EKSP.6	differentiate between and correctly use adjectives and adverbs (e.g., use adverbs instead of adjectives where appropriate, "He played really well." instead of "He played real well.")

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
5.7.g	Vary sentence structure by using transition words.
5.8.k	Identify and use conjunctions.
5.8.16	identify and use conjunctions.
W.5.8.k	Use coordinating conjunctions.
5.8.d	Use apostrophes in contractions and possessives.
5.7.1	apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
5.8.1.a	apostrophes in contractions (e.g., isn’t), and possessives (e.g., Jan’s);
5.8.8	use plural possessives, (e.g., "The books’ covers are torn.").
W.5.8.a	Use plural possessives.
W.5.8.EU.1	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
W.5.8.EKSP.1.a	apostrophes in contractions (e.g., isn’t), and possessives (e.g., Jan’s);
W.5.8.EKSP.8	use plural possessives, (e.g., “The books’ covers are torn.”)

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

Alignment ID	Alignment Text
5.8.10	form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
5.8.11	use verb tense to convey various times, sequences, states, and conditions.
W.5.8.EKSP.10	form and use the perfect (e.g., "I had walked; I have walked; I will have walked.") verb tenses
W.5.8.EKSP.11	use verb tense to convey various times, sequences, states, and conditions
5.8.e	Use quotation marks with dialogue.
5.7.3.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
5.7.13	use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
5.8.1.c	quotation marks with dialogue; and
5.8.2	use underlining, quotation marks, or italics to indicate titles of works.
W.5.7.EKSP.4.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
W.5.8.e	Use quotation marks with dialogue.
W.5.8.EKSP.1.c	quotation marks with dialogue

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

Alignment ID	Alignment Text
W.5.8.EKSP.2	indicate titles of works by using underlining, quotation marks, or italics
5.7.17	use precise language and phrases to develop writing (e.g., consequently, specifically, especially).
W.5.7.EKSP.4.a.3	use specific vocabulary to inform and explain the topic
W.5.7.k	Vary sentence structure by using transition words and prepositional phrases.
W.5.8.d	Use prepositional phrases.
5.8.f	Use commas to indicate interrupters.
5.8.1.b	commas [e.g., items in a series, to set off the words yes and no; and to indicate direct address (e.g., Is that you, Chloe?)];
5.8.7	use a comma to separate an introductory element from the rest of the sentence.
W.5.8.f	Use commas to indicate interrupters, items in a series, and to indicate direct address.
W.5.8.EKSP.1.b	commas (e.g., items in a series, to set off the words yes and no; and to indicate direct address [“Is that you, Zoe?”])
W.5.8.EKSP.7	use a comma to separate an introductory element from the rest of the sentence
5.8.b	Use adjective and adverb comparisons.

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

Alignment ID	Alignment Text
5.8.A	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
5.8.3	use adverb comparisons (e.g., fast, faster, fastest).
5.8.4	use adjective comparisons (e.g., big, bigger, biggest).
5.8.5	use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well.").
5.8.6	use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
W.5.8.b	Use adjective and adverb comparisons.
W.5.8.EKSP.3	use adverb comparisons (e.g., fast, faster, fastest)
W.5.8.EKSP.4	use adjective comparisons (e.g., big, bigger, biggest)
W.5.8.EKSP.5	use adverbs instead of adjectives where appropriate (e.g., “He played really well.” instead of “He played real well.”)
W.5.8.EKSP.6	use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie”)

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
4.5.d	solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals.
CE.4.6.a	add and subtract with decimals; and
CE.4.6.b	solve single-step and multistep practical problems involving addition and subtraction with decimals.
4.9.A	Develop and use strategies to estimate addition and subtraction involving fractions and decimals.
4.9.B	Use visual models to add and subtract with fractions and decimals.
4.9.4	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.9.5	Solve problems that involve adding and subtracting with decimals through thousandths.
4.5.B	Develop and use strategies to estimate addition and subtraction involving fractions and decimals.
4.5.C	Use visual models to add and subtract with fractions and decimals.
4.5.7	Add and subtract with decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil.
4.5.8	Solve single-step and multistep problems that involve adding and subtracting with fractions and decimals through thousandths.

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

Alignment ID	Alignment Text
4.6.a.1	Estimate sums and differences of decimals. (a)
4.6.a.2	Add and subtract decimals through thousandths, using concrete materials, pictorial representations, and paper and pencil. (a)
4.6.a.3	Solve single-step and multistep practical problems that involve adding and subtracting with decimals through thousandths. (b)
4.5.A	Develop and use strategies to estimate whole-number sums and differences and to judge the reasonableness of such results.
4.5.1	Estimate whole-number sums and differences, using rounding, front-end strategies, and compatible number strategies. Describe the method of estimation used.
4.6.B	Develop flexible methods of adding and subtracting whole numbers by taking apart and combining numbers in a variety of ways, most depending on place value.
4.6.1	Determine the sum or difference of two whole numbers, each 999,999 or less, in vertical form with or without regrouping.
4.6.2	Determine the sum or difference of two whole numbers, each 999,999 or less, in horizontal form with or without regrouping.
4.6.3	Find the sum or difference of two whole numbers, each 999,999 or less, using paper and pencil.
4.6.4	Find the sum or difference of two whole numbers, each 999,999 or less, using a calculator.

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

Alignment ID	Alignment Text
4.4.3	Determine the sum or difference of two whole numbers, each 999,999 or less, in vertical and horizontal form with or without regrouping, using paper and pencil, and using a calculator.
4.4.a.3	Apply strategies, including place value and the properties of addition to determine the sum or difference of two whole numbers, each 999,999 or less. (b)
4.7.A	Understand various meanings of multiplication.
4.4.b	add, subtract, and multiply whole numbers;
CE.4.4.b	estimate and determine sums, differences, and products of whole numbers;
CE.4.4.d	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers.
4.7.B	Understand the effects of multiplying whole numbers.
4.7.C	Develop flexible methods of multiplying whole numbers.
4.7.1	Estimate the products of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer.
4.7.2	Find the product of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using paper and pencil and calculators.
4.4.1	Estimate whole number sums, differences, products, and quotients.

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

Alignment ID	Alignment Text
4.4.4	Estimate and find the products of two whole numbers when one factor has two digits or fewer and the other factor has three digits or fewer, using paper and pencil and calculators.
4.4.7	Verify the reasonableness of sums, differences, products, and quotients of whole numbers using estimation.
4.4.a.2	Estimate whole number sums, differences, products, and quotients, with and without context. (b, c)
4.4.a.4	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the product of two whole numbers when both factors have two digits or fewer. (b)
4.4.a.7	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication with whole numbers. (d)
4.15.a.4	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules, limited to addition, subtraction, and multiplication of whole numbers and addition and subtraction of fractions with like denominators of 12 or less.
4.15.a.5	Identify the rule in a single-operation numerical pattern found in a list or table, limited to addition, subtraction, and multiplication of whole numbers.
CE.4.4.a	demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;
4.8.A	Understand various meanings of division.
CE.4.4.c	estimate and determine quotients of whole numbers, with and without remainders; and

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

Alignment ID	Alignment Text
4.8.1	Estimate the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.8.2	Find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.4.5	Estimate and find the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend.
4.4.a.1	Demonstrate fluency with multiplication through 12 × 12, and the corresponding division facts. (a)
4.4.a.5	Apply strategies, including place value and the properties of multiplication and/or addition, to determine the quotient of two whole numbers, given a one-digit divisor and a two- or three-digit dividend, with and without remainders. (c)
4.4.a.8	Create and solve single-step practical problems involving division with whole numbers. (d)

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.3.a.6	Demonstrate with concrete or pictorial representations and explain orally or in writing why the sum or difference of two numbers is even or odd. (b)
5.4.4	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using mental computation.
5.4.5	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using calculators.
5.19	The student will investigate and recognize the distributive property of multiplication over addition.
5.4.a.3.1	sums, differences, and products do not exceed five digits;
5.4.a.3.4	dividends do not exceed four digits.
5.19.A	Understand that the distributive property states that multiplying a sum by a number gives the same result as multiplying each addend by the number and then adding the products.
5.19.B	Understand that using the distributive property with whole numbers helps with understanding mathematical relationships.
5.19.C	Understand when and why the distributive property is used.
5.19.1	Investigate and recognize the distributive property of whole numbers, limited to multiplication over addition using diagrams and manipulatives.

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

Alignment ID	Alignment Text
5.19.2	Investigate and recognize an equation that represents the distributive property, when given several whole number equations, limited to multiplication over addition.
5.3.1	Create problems involving the operations of addition, subtraction, multiplication, and/or division of whole numbers, using real-life situations.
5.3.2	Estimate the sum, difference, product, and quotient of whole-number computations.
5.3.3.a	sums, differences, and products will not exceed five digits;
5.3.3.b	multipliers will not exceed two digits;
5.4.2	Create single-step and multistep problems involving the operations of addition, subtraction, multiplication, and division with and without remainders of whole numbers, using practical situations.
5.4.4.1	sums, differences, and products will not exceed five digits;
5.4.4.2	multipliers will not exceed two digits;
5.4.4.3	divisors will not exceed two digits; or
5.4.4.4	dividends will not exceed four digits.
5.4.a.1	Create single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers, with and without remainders.
5.4.a.2	Estimate the sum, difference, product, and quotient of whole numbers.

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

Alignment ID	Alignment Text
5.4.a.3.2	factors do not exceed two digits by three digits;
5.18.a.3	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).
5.18.a.4	Identify the rule in a single-operation numerical pattern found in a list or table (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).
5.4.1	Determine an appropriate method of calculation to find the sum, difference, and product of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
5.4.3	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil.
5.5.a.1.1	the factors do not exceed two digits by two digits (e.g., 2.3 × 4.5, 0.08 × 0.9, 0.85 × 2.3, 1.8 × 5); and
5.5.a.1.2	the products do not exceed the thousandths place. (Leading zeroes will not be considered when counting digits.) (a)
5.5.a.4	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals. (b)

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

Alignment ID	Alignment Text
5.5.a	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
CE.5.5.a	estimate and determine the product and quotient of two numbers involving decimals; and
CE.5.5.b	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.
5.4.A	Use similar procedures as those developed for whole-number computation and apply them to decimal place values, giving careful attention to the placement of the decimal point in the solution.
5.6.A	Use the procedures developed for whole-number division and apply these procedures to decimal place values, giving careful attention to the placement of the decimal point in the solution.
5.5.1	Determine an appropriate method of calculation to find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
5.5.4	Determine the quotient, given a dividend expressed as a decimal through thousandths and a single-digit divisor. For example, 5.4 divided by 2 and 2.4 divided by 5.
5.5.6	Create and solve single-step and multistep problems.
5.5.7	A multistep problem needs to incorporate two or more operational steps (operations can be the same or different).
5.5.a.2.1	quotients do not exceed four digits with or without a decimal point;

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

Alignment ID	Alignment Text
5.5.a.2.2	quotients may include whole numbers, tenths, hundredths, or thousandths;
5.5.a.2.4	no more than one additional zero will need to be annexed. (a)
5.5.a.3	Use multiple representations to model multiplication and division of decimals and whole numbers. (a)
5.5.a.5	Create and solve single-step practical problems involving division of decimals. (b)
CE.5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers.
5.5.B	Understand various representations of division, i.e., dividend ÷ divisor = quotient; divisor = quotient/dividend; dividend/divisor = quotient.
5.5.3	Determine the quotient and remainder of two whole numbers when given a dividend of four digits or fewer and a divisor of two digits or fewer.
5.6.1	Determine the quotient, given a dividend expressed as a decimal through thousandths (and no annexing of zeros during the division process) and a single-digit divisor. All dividends should be evenly divisible by the divisor.
5.5.C	Understand the various meanings of division and its effect on whole numbers.
5.5.a.2.3	divisors are limited to a single digit whole number or a decimal expressed as tenths; and
5.3.3.c	divisors will not exceed two digits; or

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

Alignment ID	Alignment Text
5.5.2	Determine the quotient with no remainder of two whole numbers when given a dividend of four digits or fewer and a divisor of two digits or fewer.
5.4.a.3.3	divisors do not exceed two digits; or

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

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.5.C	Develop fluency with basic number combinations for addition and subtraction.
1.18.2	Recognize that the equations 4 + 2 = 2 + 4 and 6 + 1= 4 + 3 represent the relationship between two expressions of equal value.
1.6.a.2	Identify a number sentence to solve an oral or written story and picture problem, selecting from among addition and/or subtraction equations (e.g., number sentences).
1.5	The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.
1.6	The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.
CE.1.6	The student will create and solve single-step story and picture problems using addition and subtraction within 20.
CE.1.7.b	demonstrate fluency with addition and subtraction within 10.
1.8.A	Develop fluency with basic number combinations for addition and subtraction.
1.8.2	Recall and state orally the basic addition facts for sums to 10 or less and the corresponding subtraction facts.

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

Alignment ID	Alignment Text
1.8.3	Recall and write the basic addition facts for sums to 10 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
1.9.1	Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 10 or less and the corresponding subtraction facts).
1.9.2	Identify a correct number sentence to solve an oral or written story or picture problem, selecting from among basic addition and subtraction facts.
1.5.B	Develop addition and subtraction strategies for fact recall.
1.5.2	Recall and state orally the basic addition facts for sums with two addends to 18 or less and the corresponding subtraction facts.
1.5.3	Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
1.6.1	Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).
1.6.2	Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.
1.1.b	group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

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

Alignment ID	Alignment Text
NS.1.2.a	group a collection into tens and ones and write the corresponding numeral;
1.2.1	Group a collection of objects into sets of tens and ones.
1.2.2	Write the numeral that corresponds to the total number of objects in a given collection of objects that have been grouped into sets of tens and ones.
1.1.E	Understand that groups of tens and ones can be used to tell how many.
1.1.7	Group a collection of objects into sets of tens and ones. Write the numeral that corresponds to the total number of objects in a given collection of objects that have been grouped into sets of tens and ones.
1.2.A	Understand that collections of objects can be grouped and skip counting can be used to count the collection.
1.2.a.1	Group a collection of up to 110 objects into sets of tens and ones. (a)
1.2.a.2	Write the numeral that corresponds to the total number of objects in a given collection of up to 110 objects that have been grouped into sets of tens and ones. (a)
1.8.a.2	Group a collection of pennies by fives and tens as a way to determine the value. The total value of the collection is 100 cents or less.
1.6.a.1	Create and solve single-step oral or written story and picture problems, using addition and subtraction within 20.

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

Alignment ID	Alignment Text
1.7.a.3	Demonstrate fluency with addition and subtraction within 10. (b)

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.9	The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.
2.21	The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.
2.6.2	Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
2.10.2	Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 – 4 = 3 and 7 – 3 = 4).
2.26.A	Use mathematical models to represent and understand quantitative relationships.
2.26.1	Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g., 3 + __ = 7, or 9 – __ = 2).
2.5.B	Develop fluency in recalling facts for addition and subtraction.
2.5.1	Recall and write the basic addition facts for sums to 20 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.
2.9.2	Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 − 4 = 3 and 7 − 3 = 4).

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

Alignment ID	Alignment Text
2.5.a.3	Write the related facts for a given addition or subtraction fact (e.g., given 3 + 4 = 7, write 7 – 4 = 3 and 7 – 3 = 4). (b)
2.21.1	Solve problems by completing a numerical sentence involving the basic facts for addition and subtraction (e.g., 3 + __ = 7, or 9 – __ = 2).
2.5	The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.
CE.2.5.b	demonstrate fluency with addition and subtraction within 20.
2.1.A	Understand the ten-to-one relationship of ones, tens, and hundreds (10 ones equals 1 ten; 10 tens equals 1 hundred).
2.6.1	Regroup 10 ones for 1 ten, using Base-10 models, when finding the sum of two whole numbers whose sum is 99 or less.
CE.2.6.b	determine sums and differences, using various methods; and
CE.2.6.c	create and solve single-step and two-step practical problems involving addition and subtraction.
2.6.A	Understand that addition involves combining and subtraction involves separating.
2.6.B	Develop fluency in recalling basic facts for addition and subtraction.
2.7.B	Develop flexible methods of adding whole numbers by combining numbers in a variety of ways, most depending on place values.

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

Alignment ID	Alignment Text
2.7.1	Regroup 10 ones for 1 ten, using base-10 models, when finding the sum of two whole numbers whose sum is 99 or less.
2.7.2	Estimate the sum of two whole numbers whose sum is 99 or less and recognize whether the estimation is reasonable.
2.8.B	Develop flexible methods of subtracting whole numbers by combining numbers in a variety of ways, most depending on place values.
2.8.1	Regroup 1 ten for 10 ones, using base-10 models, such as base-10 blocks and bundles of tens.
2.8.5	Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.
2.26.B	Understand various meanings of addition and subtraction and the relationship between the two operations.
2.5.A	Understand that addition involves combining and subtraction involves separating.
2.6.D	Develop flexible methods of adding whole numbers by combining numbers in a variety of ways to find the sum, most depending on place values.
2.6.5	Solve problems, using mental computation strategies, involving addition of two whole numbers whose sum is 99 or less.
2.7.D	Develop flexible methods of subtracting whole numbers to find the difference, by combining numbers in a variety of ways, most depending on place values.

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

Alignment ID	Alignment Text
2.7.5	Solve problems, using mental computation strategies, involving subtraction of two whole numbers each 99 or less.
2.5.a.4	Demonstrate fluency with addition and subtraction within 20. (b)
2.6.a.3	Determine the sum of two whole numbers whose sum is 99 or less, using various methods. (b)
2.6.a.4	Determine the difference of two whole numbers each 99 or less, using various methods. (b)
2.6.a.5	Create and solve single-step practical problems involving addition or subtraction. (c)
2.6.a.6	Create and solve two-step practical problems involving addition, subtraction, or both addition and subtraction. (c)
2.21.B	Understand various meanings of addition and subtraction and the relationship between the two operations.

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.4.2	Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given 3 × 2 = 6, write __ × 3 = 6, 6 ÷ 3 = __, and 6 ÷ __ = 3.
3.9.D	Understand that patterns and relationships exist in the basic facts.
3.9.E	Understand that number relationships can be used to learn and retain the basic facts.
3.3.a.2	Estimate the sum of two whole numbers with sums to 9,999. (a)
3.3.a.3	Estimate the difference of two whole numbers, each 9,999 or less. (a)
3.3.a.4	Apply strategies, including place value and the properties of addition, to add two whole numbers with sums to 9,999. (a, b)
3.3.a.5	Apply strategies, including place value and the properties of addition, to subtract two whole numbers, each 9,999 or less. (a, b)
3.8.4	Estimate and find the sum of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation.
3.4.5	Solve practical problems involving the sum of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
3.12.B	Understand that decimal computation uses the same concepts as whole number-computation and is based on place-value concepts.

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

Alignment ID	Alignment Text
3.12.1	Add and subtract with decimals expressed as tenths, using concrete materials (e.g., grid paper, base -10 materials, and circular regions divided into tenths).
3.12.2	Add and subtract with decimal numbers expressed as tenths, using paper and pencil.
3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
CE.3.3.a	estimate and determine the sum or difference of two whole numbers; and
CE.3.3.b	create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
3.8.5	Estimate and find the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation.
3.8.6	Solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.4.4	Add or subtract two whole numbers, each 9,999 or less.
3.4.6	Solve practical problems involving the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
3.4.7	Solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.

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

Alignment ID	Alignment Text
3.3.a.7	Create and solve single-step and multistep practical problems involving the sum or difference of two whole numbers, each 9,999 or less. (b)

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
2.11	The student will maintain legible printing and begin to make the transition to cursive.
3.8	The student will write legibly in cursive.
W.2.9.b	Begin to sign his/her first and last names.
W.2.9.EKSP.4	learn basic strokes for cursive.
2.11.4	learn basic strokes for cursive.
W.3.7.b	Sign his/her first and last names.
W.3.7.EU.1	understand that neat, legible, cursive handwriting is an important tool of written communication.
W.3.7.EKSP.1	use correct letter formation
W.3.7.EKSP.2	form cursive letters with flow from one letter to the next within names and words.
3.8.A	understand that neat, legible cursive handwriting is an important tool of written communication.
3.8.1	use correct letter formation.
3.8.2	practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.
3.8.3	learn to write legibly in cursive.

0545200903 Scholastic Success With Contemporary Manuscript: Grades K–1

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
K.2.d	Use words to describe/name location, size, color, and shape.
K.2.3	use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.
R.K.7.g	Use adjectives to describe location, size, color, and shape.
R.K.7.EKSP.10	use size, shape, color, and spatial words to describe people, places, and things
K.2.b	Use number words.
K.2.1	understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.
R.K.7.e	Use number words.
R.K.7.EKSP.8	use number words in conversations
K.11.b	Print his/her first and last names.
1.12.a	Form letters accurately.
1.12.b	Space words within sentences.
K.11.A	understand that there are correct ways to write the manuscript letters of the alphabet.

0545200903 Scholastic Success With Contemporary Manuscript: Grades K–1

Alignment ID	Alignment Text
K.11.C	understand that printing properly formed letters makes manuscript writing legible.
K.11.3	use manuscript letter formation.
K.11.4	use manuscript number formation.
W.K.10.a	Print capital and lowercase letters of the alphabet independently.
W.K.10.b	Print his/her first and last names.
W.K.10.EU.1	understand that there are correct ways to write the manuscript letters of the alphabet
W.K.10.EU.3	understand that printing properly formed letters makes manuscript writing legible.
W.K.10.EKSP.1	use appropriate pencil grip
W.K.10.EKSP.2	print capital and lowercase letters of the alphabet legibly and independently
W.K.10.EKSP.3	use manuscript letter formation
W.K.10.EKSP.4	use manuscript number formation
W.K.10.EKSP.6	print first and last names, beginning each with a capital letter.
1.12.2	use manuscript letter formation.
1.12.3	print all upper and lowercase letters.

0545200903 Scholastic Success With Contemporary Manuscript: Grades K–1

Alignment ID	Alignment Text
1.12.4	use manuscript number formation.
W.1.11.a	Form letters accurately.
W.1.11.b	Space words within sentences.
W.1.11.EKSP.1	use appropriate pencil grip
W.1.11.EKSP.2	use manuscript letter formation
W.1.11.EKSP.3	print all capital and lowercase letters in sequence and in random order
W.1.11.EKSP.4	print first and last names, beginning each with a capital letter
W.1.11.EKSP.5	use manuscript number formation.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.18.5	Construct line graphs, labeling the vertical axis with equal whole-number, decimal, or fractional increments and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than six identified points along a continuum for continuous data (e.g., the decades: 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s).
5.6.3	Use estimation to check the reasonableness of a sum or difference.
5.15.5	Construct line graphs, labeling the vertical axis with equal whole number, decimal, or fractional increments and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than six identified points along a continuum for continuous data (e.g., the decades: 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s).
5.7.B	Understand the concept of least common multiple and least common denominator.
5.6.C	Understand that a fraction is in simplest form when its numerator and denominator have no common factors other than 1. The numerator can be greater than the denominator.
5.2.4	Order from least to greatest a given set of no more than five numbers written as decimals and as fractions and mixed numbers with denominators of 12 or less.
5.6.B	Understand the concept of least common multiple and least common denominator as they are important when adding and subtracting fractions.
5.6	The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.

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

Alignment ID	Alignment Text
CE.5.6.a	solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers; and
5.7.1	Add and subtract fractions having like and unlike denominators. Denominators should be limited to 12 or less, and answers should be expressed in simplest form.
5.7.2	Add and subtract with mixed numbers having like and unlike denominators, with and without regrouping. Denominators should be limited to 12 or less, and answers should be expressed in simplest form.
5.7.3	Use estimation to check the reasonableness of a sum or difference.
5.6.2	Solve single-step and multistep practical problems involving addition and subtraction with mixed numbers having like and unlike denominators, with and without regrouping. Denominators in the problems should be limited to 12 or less, and answers should be expressed in simplest form.
5.6.a.1	Solve single-step and multistep practical problems involving addition and subtraction with fractions (proper or improper) having like and unlike denominators and/or mixed numbers. Denominators in the problems should be limited to 12 or less (e.g., 5/8 + 1/4, 5/6 − 2/3, 3 3/4 + 2 5/12) and answers should be expressed in simplest form. (a)
CE.5.6.b	solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.
5.6.a.2	Solve single-step practical problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction (e.g., 6 × 1/3, 1/4 × 8, 9 × 2/3), with models. The denominator will be a factor of the whole number and answers should be expressed in simplest form. (b)

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

Alignment ID	Alignment Text
5.6.a.3	Apply the inverse property of multiplication in models. (b)
NS.5.2.a	represent and identify equivalencies among fractions and decimals, with and without models; and
5.2.2	Represent decimals in their equivalent fraction form (halves, fourths, fifths, eighths, and tenths).
5.2.1	Represent fractions (halves, fourths, fifths, eighths, tenths, and twelfths) in their equivalent decimal form and vice versa.
5.2.a.1	Represent fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form with concrete or pictorial models. (a)
5.2.a.2	Represent decimals in their equivalent fraction form (thirds, eighths, and factors of 100) with concrete or pictorial models. (a)
5.2.a.3	Identify equivalent relationships between decimals and fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form without models. (a)
5.1.2	Read decimal numbers through thousandths from written words or place-value format.
5.1.3	Write decimal numbers through thousandths from written words or from decimal numbers presented orally.
NS.5.2.b	compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least.
5.1.6	Compare the value of two decimal numbers through thousandths, using the symbols >, <, or =.

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

Alignment ID	Alignment Text
5.2.3	Compare and order from least to greatest and greatest to least a given set of no more than five numbers written as decimals, fractions, and mixed numbers with denominators of 12 or less.
5.2.a.4	Compare and order from least to greatest and greatest to least a given set of no more than four decimals, fractions (proper or improper), and/or mixed numbers with denominators of 12 or less. (b)
5.2.a.5	Use the symbols >, <, =, and ≠ to compare decimals through thousandths, fractions (proper or improper fractions), and/or mixed numbers, having denominators of 12 or less. (b)
5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
NS.5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
5.1.C	Understand that decimal numbers can be rounded to an estimate when exact numbers are not needed for the situation at hand.
5.1.4	Round decimal numbers to the nearest tenth or hundredth.
5.1.A	Understand that decimals are rounded in a way that is similar to the way whole numbers are rounded.
5.1.B	Understand that decimal numbers can be rounded to estimate when exact numbers are not needed for the situation at hand.
5.1.1	Round decimal numbers to the nearest whole number, tenth, or hundredth.

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

Alignment ID	Alignment Text
5.1.a.1	Given a decimal through thousandths, round to the nearest whole number, tenth, or hundredth.
5.18.a.3	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).
5.18.a.4	Identify the rule in a single-operation numerical pattern found in a list or table (limited to addition, subtraction and multiplication of whole numbers; addition and subtraction of fractions, with denominators of 12 or less; and addition and subtraction of decimals expressed in tenths or hundredths).
5.4.1	Determine an appropriate method of calculation to find the sum, difference, and product of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
5.4.2	Estimate the sum, difference, and product of two numbers expressed as decimals through thousandths.
5.4.3	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil.
5.4.4	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using mental computation.
5.4.5	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using calculators.

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

Alignment ID	Alignment Text
5.5.2	Estimate to find the number that is closest to the sum, difference, and product of two numbers expressed as decimals through thousandths.
5.5.3	Find the sum, difference, and product of two numbers expressed as decimals through thousandths, using paper and pencil, estimation, mental computation, and calculators.
5.5.a.4	Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals. (b)
5.5.a	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
CE.5.5.a	estimate and determine the product and quotient of two numbers involving decimals; and
CE.5.5.b	create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication of decimals, and create and solve single-step practical problems involving division of decimals.
5.4.A	Use similar procedures as those developed for whole-number computation and apply them to decimal place values, giving careful attention to the placement of the decimal point in the solution.
5.6.A	Use the procedures developed for whole-number division and apply these procedures to decimal place values, giving careful attention to the placement of the decimal point in the solution.
5.6.1	Determine the quotient, given a dividend expressed as a decimal through thousandths (and no annexing of zeros during the division process) and a single-digit divisor. All dividends should be evenly divisible by the divisor.

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

Alignment ID	Alignment Text
5.5.B	Select appropriate methods and tools from among paper and pencil, estimation, mental computation, and calculators according to the context and nature of the computation in order to compute with decimal numbers.
5.5.1	Determine an appropriate method of calculation to find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths, selecting from among paper and pencil, estimation, mental computation, and calculators.
5.5.4	Determine the quotient, given a dividend expressed as a decimal through thousandths and a single-digit divisor. For example, 5.4 divided by 2 and 2.4 divided by 5.
5.5.6	Create and solve single-step and multistep problems.
5.5.7	A multistep problem needs to incorporate two or more operational steps (operations can be the same or different).
5.5.a.1.1	the factors do not exceed two digits by two digits (e.g., 2.3 × 4.5, 0.08 × 0.9, 0.85 × 2.3, 1.8 × 5); and
5.5.a.1.2	the products do not exceed the thousandths place. (Leading zeroes will not be considered when counting digits.) (a)
5.5.a.2.1	quotients do not exceed four digits with or without a decimal point;
5.5.a.2.2	quotients may include whole numbers, tenths, hundredths, or thousandths;
5.5.a.2.3	divisors are limited to a single digit whole number or a decimal expressed as tenths; and

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

Alignment ID	Alignment Text
5.5.a.2.4	no more than one additional zero will need to be annexed. (a)
5.5.a.3	Use multiple representations to model multiplication and division of decimals and whole numbers. (a)
5.5.a.5	Create and solve single-step practical problems involving division of decimals. (b)

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
NS.4.2.c	identify the division statement that represents a fraction, with models and in context.
NS.4.3.d	given a model, write the decimal and fraction equivalents.
4.2.D	Recognize that a whole divided into nine equal parts has smaller parts than if the whole had been divided into five equal parts.
4.2.F	Understand the division statement that represents a fraction.
4.2.8	Identify the division statement that represents a fraction (e.g., 3/5 means the same as 3 divided by 5).
4.3.8	Represent fractions for halves, fourths, fifths, and tenths as decimals through hundredths, using concrete objects (e.g., demonstrate the relationship between the fraction 1/4 and its decimal equivalent 0.25).
4.3.9	Relate fractions to decimals, using concrete objects (e.g., 10-by-10 grids, meter sticks, number lines, decimal squares, decimal circles, money [coins]).
4.2.a.8	Identify the division statement that represents a fraction with models and in context (e.g., 3/5 means the same as 3 divided by 5 or 3/5 represents the amount of muffin each of five children will receive when sharing 3 muffins equally). (c)
4.3.a.9	Relate fractions to decimals, using concrete objects (e.g., 10-by-10 grids, meter sticks, number lines, decimal squares, decimal circles, money). (d)

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

Alignment ID	Alignment Text
CE.4.5.a	determine common multiples and factors, including least common multiple and greatest common factor;
4.2.a.7	Represent equivalent fractions through twelfths, using region/area models, set models, and measurement/length models. (b)
4.5.A	Understand and use common multiples and common factors for simplifying fractions.
4.5.1	Find common multiples and common factors of numbers.
4.5.2	Determine the least common multiple and greatest common factor of numbers.
4.5.3	Use least common multiple and/or greatest common factor to find a common denominator for fractions.
4.5.b	add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;
4.5.d	solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals.
NS.4.2.a	compare and order fractions and mixed numbers, with and without models;
NS.4.2.b	represent equivalent fractions; and
CE.4.5.b	add and subtract fractions and mixed numbers having like and unlike denominators; and

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

Alignment ID	Alignment Text
CE.4.5.c	solve single-step practical problems involving addition and subtraction with fractions and mixed numbers.
4.2.A	Develop an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on a number line.
4.2.B	Use models, benchmarks, and equivalent forms to judge the size of fractions.
4.2.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper);
4.2.1.b	set models (e.g., two-sided counters, chips); and
4.2.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, number lines).
4.3.1.a	region/area models (e.g., fraction circles, pattern blocks, geoboards, color tiles, graph paper, drawings);
4.3.1.b	set models (e.g., two-sided counters, chips, drawings); and
4.3.1.c	measurement models (e.g., cuisenaire rods, unifix cubes, fraction strips, rulers/number lines, drawings).
4.3.2	Compare two fractions with like denominators by comparing numerators (e.g., 1/5 < 3/5).
4.3.3	Compare two fractions having unlike denominators of 12 or less by comparing the fractions to benchmarks (e.g., 1/2 or 1) to determine their relationship or by finding a common denominator.

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

Alignment ID	Alignment Text
4.3.4	Use the symbols >, <, and = to compare the numerical value of two fractions having denominators of 12 or less.
4.9.1	Add and subtract with fractions having like denominators of 12 or less, using concrete materials, pictorial representations, and paper and pencil.
4.9.2	Add and subtract with fractions having unlike denominators of 12 or less, using concrete materials pictorial representations and paper and pencil.
4.9.3	Solve problems that involve adding and subtracting with fractions having like and unlike denominators of 12 or less.
4.2.C	Use models, benchmarks, and equivalent forms to judge the size of fractions.
4.2.E	Recognize and generate equivalent forms of commonly used fractions and decimals.
4.2.1	Compare and order fractions having denominators of 12 or less, using manipulative models and drawings, such as region/area models.
4.2.2	Compare and order fractions with like denominators by comparing number of parts (numerators) (e. g., 1/5 < 3/5).
4.2.3	Compare and order fractions with like numerators and unlike denominators by comparing the size of the parts (e.g., 3/9 < 3/5).
4.2.4	Compare and order fractions having unlike denominators of 12 or less by comparing the fractions to benchmarks (e.g., 0, 1/2 or 1) to determine their relationships to the benchmarks or by finding a common denominator.

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

Alignment ID	Alignment Text
4.2.6	Use the symbols >, <, and = to compare the numerical value of fractions and mixed numbers having denominators of 12 or less.
4.2.7	Represent equivalent fractions through twelfths, using region/area models, set models, and measurement models.
4.2.a.1	Compare and order no more than four fractions having like and unlike denominators of 12 or less, using concrete and pictorial models. (a)
4.2.a.2	Use benchmarks (e.g., 0, 1/2 or 1) to compare and order no more than four fractions having unlike denominators of 12 or less. (a)
4.2.a.3	Compare and order no more than four fractions with like denominators of 12 or less by comparing number of parts (numerators) (e.g., 1/5 < 3/5). (a)
4.2.a.4	Compare and order no more than four fractions with like numerators and unlike denominators of 12 or less by comparing the size of the parts (e.g., 3/9 < 3/5). (a)
4.2.a.5	Compare and order no more than four fractions (proper or improper), and/or mixed numbers, having denominators of 12 or less. (a)
4.2.a.6	Use the symbols >, <, =, and ≠ to compare fractions (proper or improper) and/or mixed numbers having denominators of 12 or less. (a)
4.5.C	Use visual models to add and subtract with fractions and decimals.
4.5.4	Add and subtract with fractions having like denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.

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

Alignment ID	Alignment Text
4.5.5	Add and subtract with fractions having unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.6	Solve problems that involve adding and subtracting with fractions having like and unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.8	Solve single-step and multistep problems that involve adding and subtracting with fractions and decimals through thousandths.
4.5.a.3	Determine a common denominator for fractions, using common multiples. Common denominators should not exceed 60. (b)
4.5.a.5	Add and subtract fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (b)
4.5.a.6	Solve single-step practical problems that involve addition and subtraction with fractions (proper or improper) and/or mixed numbers, having like and unlike denominators limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction. (Subtraction with fractions will be limited to problems that do not require regrouping). (c)
4.15.a.4	Solve practical problems that involve identifying, describing, and extending single-operation input and output rules, limited to addition, subtraction, and multiplication of whole numbers and addition and subtraction of fractions with like denominators of 12 or less.

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

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
CE.3.4.c	demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
MG.3.8.b	count the number of square units needed to cover a given surface in order to determine its area.
3.8.a.2	Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface. (b)
3.4.a.2	Represent division using a variety of approaches and models (e.g., repeated subtraction, equal sharing, equal groups). (a)
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.
CE.3.4.a	represent multiplication and division through 10 × 10, using a variety of approaches and models;
CE.3.4.b	create and solve single-step practical problems that involve multiplication and division through 10 x 10; and
3.9.A	Develop fluency with basic number combinations for multiplication and division.
3.9.D	Understand that patterns and relationships exist in the basic facts.

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

Alignment ID	Alignment Text
3.9.E	Understand that number relationships can be used to learn and retain the basic facts.
3.9.1	Recall and state the multiplication and division facts through the nines table.
3.9.2	Recall and write the multiplication and division facts through the nines table.
3.5.E	Understand that number relationships can be used to learn and retain the facts.
3.5.1	Recall and state the multiplication and division facts through the twelves table.
3.5.2	Recall and write the multiplication and division facts through the twelves table.
3.4.a.7	Solve single-step practical problems that involve multiplication and division of whole numbers through 10 x 10. (b)
3.4.2	Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given 3 × 2 = 6, write __ × 3 = 6, 6 ÷ 3 = __, and 6 ÷ __ = 3.
3.2.2	Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given 3 × 2 = 6, solve the related facts __× 3 = 6, 6 ÷ 3 = __, and 6 ÷ __ = 3.
3.5.A	Develop fluency with number combinations for multiplication and division.
3.4.a.3	Write three related equations (fact sentences) when given one equation (fact sentence) for multiplication or division (e.g., given 6 x 7 = 42, write 7 x 6 = 42, 42 ÷ 7 = 6, and 42 ÷ 6 = 7. (a)

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

Alignment ID	Alignment Text
3.2	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.
3.4.B	Understand how multiplication and division are related.
3.4.1	Use the inverse relationships between addition/subtraction and multiplication/division to solve related basic fact sentences. For example, 5 + 3 = 8 and 8 – 3 = __; 4 × 3 = 12 and 12 ÷ 4 = __.
3.9.C	Understand that division is the inverse of multiplication.
3.2.B	Understand how multiplication and division are related.
3.2.1	Use the inverse relationships between addition/subtraction and multiplication/division to solve related basic fact sentences. For example, 5 + 3 = 8 and 8 – 3 = __; 4 × 3 = 12 and 12 ÷ 4 = __.
3.5.C	Understand that division is the inverse of multiplication.
3.4.a.6	Recognize and use the inverse relationship between multiplication and division to solve practical problems. (b)
CE.3.4.d	solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.
3.10.B	Understand the effects of multiplying and dividing whole numbers.
3.6.A	Understand the meanings of multiplication and division.

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

Alignment ID	Alignment Text
3.6.B	Understand the models used to represent multiplying and dividing whole numbers.
3.4.a.1	Represent multiplication using a variety of approaches and models (e.g., repeated addition, equal-sized groups, arrays, equal jumps on a number line, skip counting). (a)
3.4.a.4	Create practical problems to represent a multiplication or division fact. (b)
3.4.a.5	Use multiplication and division basic facts to represent a given situation, using a number sentence. (b)
3.4.a.8	Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10. (c)
3.4.a.9	Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less. (d)
3.4.a.10	Apply strategies, including place value and the properties of multiplication and/or addition when multiplying and dividing whole numbers. (a, b, c, d)

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
3.9.B	Understand that multiplication is repeated addition.
3.20.E	Understand the commutative property of multiplication.
3.20.4	Recognize that the commutative property for multiplication is an order property. Changing the order of the factors does not change the product (2 × 3 = 3 × 2).
3.2	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.
3.4.B	Understand how multiplication and division are related.
3.4.1	Use the inverse relationships between addition/subtraction and multiplication/division to solve related basic fact sentences. For example, 5 + 3 = 8 and 8 – 3 = __; 4 × 3 = 12 and 12 ÷ 4 = __.
3.2.B	Understand how multiplication and division are related.
3.2.2	Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given 3 × 2 = 6, solve the related facts __× 3 = 6, 6 ÷ 3 = __, and 6 ÷ __ = 3.
3.5.C	Understand that division is the inverse of multiplication.
3.4.a.3	Write three related equations (fact sentences) when given one equation (fact sentence) for multiplication or division (e.g., given 6 x 7 = 42, write 7 x 6 = 42, 42 ÷ 7 = 6, and 42 ÷ 6 = 7. (a)

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

Alignment ID	Alignment Text
3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
3.10.1	Model multiplication, using area and set models.
3.6.1	Model multiplication, using area, set, and number line models.
4.5.b	add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;
CE.4.5.a	determine common multiples and factors, including least common multiple and greatest common factor;
3.21.5	Label bar graphs with a title, a description of each axis, and a key where appropriate. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
3.17.7	Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
4.5.A	Understand and use common multiples and common factors for simplifying fractions.
4.5.1	Find common multiples and common factors of numbers.
4.5.4	Add and subtract with fractions having like denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.

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

Alignment ID	Alignment Text
4.5.5	Add and subtract with fractions having unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.6	Solve problems that involve adding and subtracting with fractions having like and unlike denominators whose denominators are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fraction using common multiples and factors.
4.5.a.1	Determine common multiples and common factors of numbers. (a)
3.20.a	investigate the identity and the commutative properties for addition and multiplication; and
3.20.b	identify examples of the identity and commutative properties for addition and multiplication.
3.4.a.10	Apply strategies, including place value and the properties of multiplication and/or addition when multiplying and dividing whole numbers. (a, b, c, d)
3.20.C	Understand the identity property for multiplication.
3.20.2	Investigate the identity property for multiplication and determine that when the number one is multiplied by another number or another number is multiplied by the number one, that number remains unchanged. Examples of the identity property for multiplication are 1 x 3 = 3; 6 x 1 = 6.
3.20.6	Identify examples of the identity and commutative properties for addition and multiplication.
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.

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

Alignment ID	Alignment Text
CE.3.4.a	represent multiplication and division through 10 × 10, using a variety of approaches and models;
CE.3.4.b	create and solve single-step practical problems that involve multiplication and division through 10 x 10; and
CE.3.4.c	demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
CE.4.4.a	demonstrate fluency with multiplication facts through 12 x 12, and the corresponding division facts;
3.4.2	Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given 3 × 2 = 6, write __ × 3 = 6, 6 ÷ 3 = __, and 6 ÷ __ = 3.
3.9.A	Develop fluency with basic number combinations for multiplication and division.
3.9.D	Understand that patterns and relationships exist in the basic facts.
3.9.E	Understand that number relationships can be used to learn and retain the basic facts.
3.9.1	Recall and state the multiplication and division facts through the nines table.
3.9.2	Recall and write the multiplication and division facts through the nines table.
4.7.A	Understand various meanings of multiplication.
3.2.1	Use the inverse relationships between addition/subtraction and multiplication/division to solve related basic fact sentences. For example, 5 + 3 = 8 and 8 − 3 = __; 4 × 3 = 12 and 12 ÷ 4 = __.

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

Alignment ID	Alignment Text
3.5.A	Develop fluency with number combinations for multiplication and division.
3.5.D	Understand that patterns and relationships exist in the facts.
3.5.E	Understand that number relationships can be used to learn and retain the facts.
3.5.1	Recall and state the multiplication and division facts through the twelves table.
3.5.2	Recall and write the multiplication and division facts through the twelves table.
3.6.A	Understand the meanings of multiplication and division.
3.4.a.1	Represent multiplication using a variety of approaches and models (e.g., repeated addition, equal-sized groups, arrays, equal jumps on a number line, skip counting). (a)
3.4.a.7	Solve single-step practical problems that involve multiplication and division of whole numbers through 10 x 10. (b)
3.4.a.8	Demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10. (c)
4.4.a.1	Demonstrate fluency with multiplication through 12 × 12, and the corresponding division facts. (a)

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
K.12	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
MG.K.10.a	identify and describe plane figures (circle, triangle, square, and rectangle);
MG.K.10.b	compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and
MG.K.10.c	describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
4.a	Match and sort shapes (circle, triangle, rectangle, and square)
4.c	Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape
K.13.A	Develop strategies to sort and/or group plane geometric figures and begin to refine the vocabulary used to explain their strategies.
K.13.1	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).
K.13.2	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.11.A	Use their knowledge of plane figures to help them systematically represent and describe their world.
K.11.B	Identify the characteristics of plane geometric figures (circle, triangle, square, and rectangle).
K.11.1	Identify a circle, triangle, square, and rectangle.
K.11.2	Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of angles.
K.11.3	Describe a circle using terms such as round and curved.
K.11.4	Trace a circle, triangle, square, and rectangle.
K.11.5	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their relative sizes (larger, smaller).
K.11.6	Compare and group plane geometric figures (circle, triangle, square, and rectangle) according to their shapes.
K.11.7	Distinguish between examples and nonexamples of identified geometric figures (circle, triangle, square, and rectangle).
K.12.1	Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space.
K.10.a.1	Identify a circle, triangle, square, and rectangle. (a)

0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.10.a.2	Describe the characteristics of triangles, squares, and rectangles, including number of sides and number of vertices. (a)
K.10.a.3	Describe a circle using terms such as round and curved. (a)
K.10.a.4	Compare and group plane figures (circle, triangle, square, and rectangle) according to their relative sizes (smaller, larger). (b)
K.10.a.5	Compare and group plane figures (circle, triangle, square, and rectangle) according to their shapes. (b)
K.10.a.6	Distinguish between examples and nonexamples of identified plane figures (circle, triangle, square, and rectangle). (b)
K.10.a.7	Identify pictorial representations of a circle, triangle, square, and rectangle, regardless of their position and orientation in space. (c)
K.2.1	Count orally the number of objects in a set containing 15 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral.
K.2.2	Identify written numerals from 0 through 15 represented in random order.
K.1.a.2.2	Read and write the numerals from 0 through 20;
K.1.a.2.3	Identify written numerals from 0 through 20 represented in random order;
K.3.a.3	Identify the number after, without counting, when given any number between 0 and 100. (c)

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Alignment ID	Alignment Text
K.3.a.4	Identify the number before, without counting, when given any number between 1 and 10. (c)
K.4.a	count forward to 100 and backward from 10;
NS.K.3.a	count forward orally by ones from 0 to 100;
K.3.A	Use ordinal numbers to describe the position of objects in a sequence.
K.4.C	Describe patterns in skip counting and use those patterns to predict the next number or numbers in the skip counting sequence.
K.4.1	Count forward from 0 to 100.
K.3.a.1	Count forward orally by ones from 0 to 100. (a)
K.16	The student will identify, describe, and extend repeating patterns.
PFA.K.13	The student will identify, describe, extend, create, and transfer repeating patterns.
6.b	Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue
K.4.2	Investigate and recognize the pattern of counting by fives and tens, using 30 or fewer concrete objects.
K.4.3	Investigate and recognize the pattern of counting by fives and tens to 30, using a calculator.

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Alignment ID	Alignment Text
K.18.A	Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.
K.18.1	Observe and identify the basic repeating pattern found in repeating patterns of common objects, sounds, and movements that occur in real-life situations, where there are four or fewer elements in the basic repeating pattern.
K.18.2	Describe the basic repeating pattern found in a repeating pattern, where there are four or fewer elements in the basic repeating pattern.
K.18.3	Extend a repeating pattern by adding at least two repetitions to the pattern.
K.4.5	Investigate and recognize the pattern of counting by fives to 100, using a variety of tools.
K.4.6	Investigate and recognize the pattern of counting by tens to 100, using a variety of tools.
K.16.A	Understand that patterns are a way to recognize order and organize their world and to predict what comes next in an arrangement.
K.16.B	Understand that the sound pattern ‘snap, clap, snap, clap’ is the same in form as the color pattern ‘red, blue, red, blue’.
K.16.1	Observe and identify the basic repeating pattern (core) found in repeating patterns of common objects, sounds, and movements that occur in practical situations.
K.16.2	Identify the core in a repeating pattern.

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Alignment ID	Alignment Text
K.16.3	Extend a repeating pattern by adding at least two repetitions to the pattern.
K.16.4	Create a repeating pattern.
K.12.a.1	Identify the attributes of an object (e.g., color, size, shape, thickness).
K.13.a.1	Identify and describe the core (the part of the sequence that repeats) found in repeating patterns of common objects, sounds, movements, and pictures.
K.13.a.2	Extend a repeating pattern by adding at least two complete repetitions of the core to the pattern.
K.13.a.3	Create a repeating pattern.
K.1	The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
K.1.1	Match each member of one set with each member of another set, using the concept of one-to-one correspondence to compare the number of members between sets, where each set contains 10 or fewer objects.
K.1.2	Compare and describe two sets of 10 or fewer objects, using the terms more, fewer, and the same.
K.2.a.1	Compare and describe no more than three sets of 10 or fewer objects, using the terms more, fewer, and the same. (a)

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Alignment ID	Alignment Text
K.2.a.2	Given a set of objects, construct a second set which has more, fewer, or the same number of objects. (a)
K.2.a.3	Compare and order three or fewer sets, each set containing 10 or fewer concrete objects, from least to greatest and greatest to least. (b)
NS.K.1.b	read, write, and represent numbers from 0 through 20.
NS.K.2.a	compare and describe one set as having more, fewer, or the same number of objects as the other set (s); and
NS.K.2.b	compare and order sets from least to greatest and greatest to least.
NS.K.4.a	recognize and describe with fluency part-whole relationships for numbers up to 5; and
NS.K.4.b	investigate and describe part-whole relationships for numbers up to 10.
K.2.5	Write a numeral that corresponds to a set of 10 or fewer concrete items.
K.1.A	Understand how quantities relate to each other, which leads to an understanding of how numbers are related to each other.
K.1.3	Given a set of objects, construct a second set which has more, fewer or the same number of objects.
K.2.3	Select the numeral from a given set of numerals that corresponds to a set of 15 or fewer concrete objects.

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Alignment ID	Alignment Text
K.2.6	Construct a set of objects that corresponds to a given numeral, including an empty set.
K.1.a.2.1	Construct a set of objects that corresponds to a given numeral, including an empty set;
K.1.a.2.4	Identify the numeral that corresponds to the total number of objects in a given set of 20 or fewer concrete objects; and

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
1.9.1	preview reading material by looking at the book's cover and illustrations and by reading titles and headings.
1.10.A	understand that they should use a variety of strategies to assist with comprehension of nonfiction texts.
1.10.2	preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings.
R.1.6.EU.1	understand that they will use a variety of strategies to read unfamiliar words and confirm meaning.
R.1.9.a	Preview the selection.
R.1.9.EU.1	understand that they should use a variety of strategies to assist with comprehension of fictional texts.
R.1.9.EKSP.1	preview reading material by looking at the book's cover, title, and illustrations
R.1.10.a	Preview the selection.
R.1.10.EU.3	understand a variety of strategies assist with comprehension of nonfiction texts.
R.1.10.EKSP.2	preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings
1.9.h	Identify the main idea or theme.

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

Alignment ID	Alignment Text
1.10.g	Identify the main idea.
1.9.8	use illustrations and details to describe characters, settings, and important events in a story.
1.9.9	demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
1.9.10	identify the main idea or theme of a short fiction selection.
1.10.11	identify the main idea and key details of a short nonfiction selection.
R.1.10.g	Identify the main idea.
R.1.10.EKSP.6	identify the main idea and key details
1.3.d	Follow simple two-step oral directions.
1.3.8	follow simple two-step oral directions.
CM.1.1.h	Restate and follow simple two-step oral directions.
CM.1.1.EKSP.7	give and follow simple two-step oral directions
1.4.7	sort picture cards by beginning, medial, and ending phonemes.
1.8.4.a	sorting words into categories (e.g., colors, animals);

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

Alignment ID	Alignment Text
1.8.4.b	defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird); and
R.1.7.EKSP.2.a	sorting words into categories (e.g., colors, animals)
R.1.7.EKSP.2.b	defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird)
R.1.7.EKSP.2.c	identifying real-life connections between words and their use (e.g., places that are safe)
1.9.d	Make and confirm predictions.
1.10.e	Make and confirm predictions.
1.7.3	use titles and pictures to make predictions about text.
1.7.5	use information in the story to make predictions about vocabulary and text.
1.9.5	draw on prior knowledge to make and confirm predictions before, during, and after reading.
1.10.7	make and confirm predictions before, during, and after reading.
R.1.9.d	Make and confirm predictions.
R.1.10.e	Make and confirm predictions.
1.7.6	notice when words or sentences do not make sense in context.

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

Alignment ID	Alignment Text
1.7.b	Use titles and pictures.
1.8.a	Discuss meanings of words in context.
1.8.d	Use text clues such as words or pictures to discern meanings of unknown words.
R.1.6.b	Use titles and pictures.
R.1.6.EKSP.2	use sentence-level context as a clue to the meaning of words and phrases
R.1.6.EKSP.3	use titles, pictures, and information in the story to make predictions about vocabulary
R.1.6.EKSP.4	use pictures and/or rereading to confirm vocabulary choice
R.1.6.EKSP.5	notice when words or sentences do not make sense in context
R.1.7.a	Discuss meanings of words in context.
R.1.7.d	Use text clues such as words or pictures to discern meanings of unknown words.
R.1.7.EU.1	understand that word meanings can be comprehended through context, discussion, connections to familiar words, and knowledge of vocabulary from other content areas
1.9.f	Identify characters, setting, and important events.
R.1.9.f	Identify characters, setting, and important events.

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

Alignment ID	Alignment Text
1.9.i	Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
1.9.11	identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.9.12	read a wide variety of self-selected and teacher-selected stories and poems aloud.
1.9.15	practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.
R.1.9.i	Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
2.5.A	understand the need to apply phonetic strategies to decode and spell words.
2.6.1	use meaning clues to support decoding.
2.6.2	use surrounding words in a sentence to determine the meaning of a word.
2.6.3	determine which of the multiple meanings of a word in context makes sense by using semantic clues.
R.2.5.EU.1	understand that a variety of strategies can be used to read unfamiliar words
2.7.A	understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them read unfamiliar words.
R.2.5.EKSP.3	determine which of the multiple meanings of a word in context makes sense
R.2.6.EU.1	understand that knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can be used to read unfamiliar words.
2.8.25	apply phonics, meaning clues, and language structure to decode words and increase fluency.
2.8.g	Identify the main idea.
2.9.g	Identify the main idea.

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

Alignment ID	Alignment Text
2.8.8	ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text.
2.8.17	determine the main idea or theme of paragraphs or stories.
R.2.7.EU.2	understand details are important to comprehend the text.
R.2.8.f	Identify the main idea.
2.9.14	determine the main idea.
R.2.8.EKSP.6	determine the main idea using details for support
2.3.e	Follow three- and four-step directions.
CM.2.1.j	Restate and follow multi-step directions.
CM.2.1.EKSP.13	give and follow multi-step directions
2.3.14	follow three-step and four-step directions.
2.9.16	follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments).
2.8.i	Draw conclusions based on the text.
R.2.7.h	Draw conclusions based on the text.

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Alignment ID	Alignment Text
R.2.8.g	Draw conclusions based on the text.
R.2.8.EU.4	understand that details and information from the text are used to draw conclusions.
R.2.8.EKSP.10	use information from the text to draw conclusions.
2.7.12	use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook).
2.8.2	use prior knowledge to predict information, and to interpret pictures and diagrams.
2.8.4	use information from the text to make predictions before, during and after reading.
2.8.6	find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions).
2.8.7	apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution).
R.2.7.a	Make and confirm predictions.
R.2.7.EKSP.2	use titles to generate ideas about the text
R.2.7.EKSP.3	use details from the text to confirm and revise predictions made before, during, and after reading
2.9.B	understand that comprehension requires making, confirming and revising predictions.

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

Alignment ID	Alignment Text
2.9.2	use prior knowledge to predict information.
2.9.3	interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.
2.9.8	use information from the text to make and revise predictions.
2.9.9	use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables).
R.2.8.b	Make and confirm predictions.
2.9.11	use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., first, second, next).
R.2.8.EU.3	understand that comprehension requires making, confirming and revising predictions
R.2.8.EKSP.4	use text features to make, revise, and confirm predictions, locate information, and answer questions
2.6.a	Use information in the story to read words.
2.5.8	use phonetic strategies and context to self-correct for comprehension.
R.2.5.a	Use information and context clues in the story to read words.
R.2.5.EKSP.1	use meaning clues to support decoding

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

Alignment ID	Alignment Text
R.2.5.EKSP.2	use surrounding words in a sentence to determine the meaning of a word
2.7.11	discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance).
R.2.6.EKSP.1	use the context of a sentence to apply knowledge of homophones (e.g., such as pair and pear)
R.2.6.EKSP.11	discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as slender, thin, scrawny; closely related verbs such as look, peek, glance)
2.8.e	Describe characters, setting, and important events in fiction and poetry.
2.8.12	describe how characters in a story or poem respond to key events.
R.2.7.EU.1	understand the elements of fiction (i.e., characters, setting, plot events)
R.2.7.EKSP.6	describe the characters, settings, and important plot events using details
R.2.6.d	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
R.2.7.EKSP.11	practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
3.6.h	Identify supporting details.
3.5.1.b	identifying details that support a stated main idea; and
3.5.1.c	expressing a stated main idea in their own words.
R.3.6.g	Identify the main idea.
R.3.6.h	Identify supporting details.
R.3.6.EKSP.4	identify details that support the main idea
R.3.6.EKSP.5	state the main idea in their own words
3.6.8	identify details that support the main idea of a nonfiction selection.
3.6.9	state in their own words the main idea of a nonfiction selection.
3.5.12	identify the problem (conflict) and solution, main idea or theme, and supporting details.
3.4.f	Use vocabulary from other content areas.
3.4.A	use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.

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

Alignment ID	Alignment Text
R.3.4.b	Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
3.4.9.d	using vocabulary from history and social science, mathematics, and science; and
3.4.9.e	using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.
R.3.4.f	Use vocabulary from other content areas.
R.3.4.g	Use word-reference resources including the glossary, dictionary, and thesaurus.
R.3.4.EKSP.5	use knowledge of synonyms
R.3.4.EKSP.6	use knowledge of antonyms
3.5.5.d	explaining how the actions of characters contribute to the sequence of events.
3.6.3.b	functional formats, such as advertisements, flyers, and directions;
3.5.11	draw conclusions about text to make meaning.
3.4.7	use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage.
3.4.8	using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
R.3.4.c	Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.

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

Alignment ID	Alignment Text
R.3.4.d	Use context to clarify meaning of unfamiliar words.
R.3.4.e	Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
R.3.4.EKSP.7	use context clues to verify meaning of unfamiliar words and determine correct homophone usage
R.3.4.EKSP.8	use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.
3.5.13.c	using context to confirm or self-correct word recognition and understanding, rereading as necessary;
3.6.e	Draw conclusions based on text.
R.3.6.e	Draw conclusions using the text for support.
R.3.6.EU.3	understand that details and information from the text help the reader draw conclusions.
3.6.6	draw conclusions about what they have read.
3.5.14	learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion.
3.5.3.a	identifying details from their own experiences and knowledge that supports their predictions;
3.5.4.b	asking and answering questions to predict what will happen next;
3.5.13.a	previewing and making predictions before reading;

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

Alignment ID	Alignment Text
3.6.4.a	making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;
R.3.6.EKSP.3	use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information
3.4.9.b	using transition words of compare-contrast (e.g., like, unlike, different, and same); and
3.5.5.c	comparing and contrasting characters within a selection or between/among two or more selections; and
3.5.8	compare and contrast settings, characters, and events.
3.5.13.d	becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and
3.4.9.c	using transition words of cause-effect (e.g., because, if…then, when…then).
3.6.4.c	identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.
3.5.l	Differentiate between fiction and nonfiction.
R.3.5.l	Differentiate between fiction and nonfiction.

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

Alignment ID	Alignment Text
R.3.5.EKSP.1	identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography
3.6.4.b	making predictions based on knowledge of literary forms, such as biography and autobiography; and
3.6.10	compare and contrast the characteristics of biographies and autobiographies.
3.5.d	Compare and contrast settings, characters, and events.
3.5.e	Identify the author’s purpose.
3.5.f	Ask and answer questions about what is read.
3.5.g	Draw conclusions about text.
3.5.h	Identify the problem and solution.
3.5.i	Identify the main idea.
3.5.j	Identify supporting details.
3.5.k	Use reading strategies to monitor comprehension throughout the reading process.
3.5.m	Read with fluency and accuracy.

0545200822 Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.5.B	develop an increased understanding of the essential elements and characteristics of fictional text and poetry.
3.5.C	develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry.
R.3.5.a	Set a purpose for reading.
R.3.5.b	Make connections between reading selections.
R.3.5.c	Make, confirm, and revise predictions.
R.3.5.d	Compare and contrast settings, characters, and plot events.
R.3.5.e	Summarize plot events.
R.3.5.f	Identify the narrator of a story.
R.3.5.g	Ask and answer questions about what is read.
R.3.5.h	Draw conclusions using the text for support.
R.3.5.i	Identify the conflict and resolution.
R.3.5.j	Identify the theme.
R.3.5.k	Use reading strategies to monitor comprehension throughout the reading process.

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

Alignment ID	Alignment Text
R.3.5.m	Read with fluency, accuracy, and meaningful expression.
R.3.5.EU.1	understand the essential elements and characteristics of fictional text and poetry.
R.3.5.EKSP.2	use important plot events to summarize fictional text, literary nonfiction, and poetry
R.3.5.EKSP.3.a	connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
R.3.5.EKSP.3.b	connections between what they already know about the topic and what they find in the reading that is new to them
R.3.5.EKSP.4.a	identifying information from the text that supports or contradicts a prediction
R.3.5.EKSP.4.b	revising predictions based on new understandings
R.3.5.EKSP.5.a	describing a character's attributes (e.g., traits, motivations or feelings)
R.3.5.EKSP.5.b	using evidence from the text to support generalizations about the character
R.3.5.EKSP.5.c	comparing and contrasting characters within a selection or between/among two or more selections
R.3.5.EKSP.5.d	explaining how the actions of characters contribute to the sequence of events
R.3.5.EKSP.6.a	identifying the time and place of a story, using supporting details from the text
3.5.13.e	discussing the story or poem and/or writing a summary after reading.

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

Alignment ID	Alignment Text
R.3.5.EKSP.6.b	identifying the details that make settings similar or different
R.3.5.EKSP.7	compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories)
R.3.5.EKSP.8	identify the main conflict and resolution
R.3.5.EKSP.11	demonstrate comprehension by writing about what is read
R.3.5.EKSP.12	read with accuracy, fluency, and meaningful expression to support comprehension.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
CM.4.1.EKSP.2.e	identifying reasons and evidence a speaker provides to support particular points
4.1.3.e	identifying reasons and evidence a speaker provides to support particular points;
4.4.d	Develop vocabulary by listening to and reading a variety of texts.
4.4.A	use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word.
R.4.4.a	Use context to clarify meanings of unfamiliar words.
4.4.1	use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text).
R.4.4.e	Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.
R.4.4.EU.1	understand that the content and structure of a sentence, paragraph, or reading selection can be used to determine the meaning of an unfamiliar word
4.4.6	use context to select the applicable definition of a word from a glossary or dictionary.
R.4.4.EKSP.1	use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text)
R.4.4.EKSP.2	use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition

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

Alignment ID	Alignment Text
R.4.4.EKSP.6	use context to select the applicable definition of a word from a glossary or dictionary
4.5.k	Use reading strategies throughout the reading process to monitor comprehension.
4.6.k	Use reading strategies throughout the reading process to monitor comprehension.
4.4.B	use a variety of strategies and word recognition skills to support comprehension.
R.4.5.k	Use reading strategies throughout the reading process to monitor comprehension.
4.5.16	become aware of when they do not understand, (e.g., by reflecting upon and learning to articulate what exactly is causing difficulty).
4.6.13	become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).
R.4.6.h	Use reading strategies throughout the reading process to monitor comprehension.
R.4.5.EKSP.1	describe how an author’s choice of language, setting, and characters develops the plot and contributes to the sequence of events
R.4.5.EKSP.2	describe in depth a character, setting, or event, drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).
4.5.3	describe in depth a character, setting, or event drawing on specific details from the text (e.g., words, actions, or a character’s thoughts).

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
4.5.i	Make, confirm, or revise predictions.
4.4.2	use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition.
4.5.13	make, confirm, or revise predictions.
4.6.1	use text features, such as special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.
4.6.10	apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.
4.5.e	Identify the problem and solution.
4.5.7	identify the problem (conflict) and solution.
R.4.5.EKSP.3	identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography
4.5.j	Identify cause and effect relationships.
4.5.12	identify cause and effect relationships.
R.4.5.j	Identify cause and effect relationships.

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

Alignment ID	Alignment Text
4.6.8	identify cause and effect relationships.
R.4.6.f	Distinguish between cause and effect.
4.5.d	Summarize supporting details.
4.6.d	Identify the main idea.
4.5.C	explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.
4.5.5	identify the facts contained in a piece of narrative nonfiction.
4.5.8	discuss the similarities and differences between text and previously read materials (e.g., similar themes and topics, patterns of events).
R.4.5.i	Compare/contrast details in literary and informational nonfiction texts.
R.4.6.c	Identify the main idea.
R.4.6.a	Use text features such as type, headings, and graphics, to predict and categorize information.
4.9.A	understand how information is to be collected, analyzed, and organized as a part of the process of writing a short report.
4.9.2	recognize, organize, and record information pertinent to the topic and blend ideas accurately.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RS.4.9.EU.1	understand how information is to be collected, analyzed, organized, and presented.
4.5.h	Draw conclusions/make inferences about text.
R.4.5.h	Draw conclusions/make inferences about text using the text as support.
4.5.11	refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from text.
4.6.6	combine information from various places in the text to draw a conclusion.
4.6.7	make simple inferences, using information from the text.
R.4.5.EKSP.11	refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
R.4.6.e	Draw conclusions and make inferences using textual information as support.
R.4.6.EU.3	understand that details and information from the text are used to draw conclusions and make inferences.
R.4.6.EKSP.4	draw conclusions and make inferences using information from the text
4.6.e	Summarize supporting details.
R.4.5.c	Summarize events in the plot.
4.5.6	identify the main idea or theme of a text and summarize using supporting details.

0545200814 Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
R.4.5.EKSP.6	summarize plot events using supporting details
4.6.5	identify the main idea and supporting details within a selection summarizing the text by using tools such as graphic organizers, outlining, and notes.
R.4.6.d	Summarize supporting details.
R.4.6.EKSP.3	identify the main idea and summarize supporting details
4.6.h	Distinguish between fact and opinion.
CM.4.1.EKSP.2.i	distinguishing fact from opinion
4.6.9	distinguish between fact and opinion.
R.4.6.g	Distinguish between fact and opinion.
4.5.a	Explain the author’s purpose.
4.5.b	Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.
4.5.1	explain the author’s purpose (e.g., to entertain, inform, or persuade).
4.5.2	describe how the choice of language, setting, characters, details, and other information contribute to the author’s purpose.

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

Alignment ID	Alignment Text
4.6.4	explain author’s purpose (e.g., to entertain, persuade, inform).
R.4.6.b	Explain the author’s purpose.
R.4.6.EU.1	understand that nonfiction texts provide information, explain a process, or persuade
R.4.6.EU.2	understand text features serve a purpose
R.4.6.EKSP.2	explain author’s purpose for writing, which may include providing information, explaining a process, or persuading an audience

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

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
5.5.g	Identify main idea.
5.5.h	Summarize supporting details from text.
5.6.d	Identify the main idea of nonfiction texts.
5.6.e	Summarize supporting details in nonfiction texts.
5.9.e	Develop notes that include important concepts, summaries, and identification of information sources.
5.5.12	identify main idea or theme.
5.5.13	summarize supporting details from text.
R.5.5.l	Compare/contrast details in literary and informational nonfiction texts.
5.6.4	determine the main idea of a text and summarize supporting key details.
R.5.6.c	Identify the main idea.
R.5.6.d	Summarize supporting details.
R.5.6.j	Compare and contrast details and ideas within and between texts.
R.5.6.EKSP.1	determine the main idea of a text and summarize supporting key details

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

Alignment ID	Alignment Text
5.6.j	Identify, compare, and contrast relationships.
5.6.11	identify, compare, and contrast relationships between characters, events, and facts.
5.6.12	compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
R.5.6.e	Identify organizational pattern(s).
R.5.6.EU.1	understand how organizational patterns make the information easier to comprehend
R.5.6.EKSP.3.b	comparison/contrast (e.g., similarly, on the other hand)
5.5.6	understand that plot is developed through a series of events.
5.5.7	identify the events in sequence that lead to resolution of the conflict.
R.5.5.EKSP.5	identify the events in sequence that lead to resolution of the conflict
5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
5.4.f	Develop vocabulary by listening to and reading a variety of texts.
5.4.A	apply knowledge of word structure and context clues to determine the meanings of unfamiliar words.
5.4.1	use context as a clue to infer the correct meanings of unfamiliar words and phrases.

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

Alignment ID	Alignment Text
5.4.2	use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
5.4.8	use word references and context clues to determine which meaning is appropriate in a given situation.
R.5.4.a	Use context to clarify meaning of unfamiliar words and phrases.
R.5.4.b	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
R.5.4.EU.1	understand that the content and structure of a sentence, paragraph, or reading selection can help the reader determine the meaning of an unfamiliar word
R.5.4.EKSP.1	use context as a clue to infer the correct meanings of unfamiliar words and phrases
R.5.4.EKSP.2	use context and sentence structure to determine meanings and differentiate among multiple meanings of words
R.5.4.EKSP.6	use word references and context clues to determine which meaning is appropriate in a given situation
5.5.k	Make, confirm, or revise predictions.
5.5.16	make, confirm, or revise predictions.
5.6.1	use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.

0545200806 Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
5.6.2	apply prior knowledge to make predictions and build additional background knowledge as context for learning.
5.6.6	identify specific information in text that supports predictions.
R.5.5.EKSP.10	make, confirm, or revise predictions
5.6.a	Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
R.5.6.a	Use text features such as type, headings, and graphics, to predict and categorize information.
5.9.B	recognize, organize, and record information pertinent to the topic and blend ideas accurately.
RS.5.9.EU.2	understand how information is to be collected, analyzed, evaluated, organized, and presented
5.5.i	Draw conclusions and make inferences from text.
5.5.14	draw conclusions/make inferences from text.
R.5.5.j	Draw conclusions and make inferences with support from the text.
5.6.7	form opinions and draw conclusions from the selection.
5.6.8	locate details to support opinions, predictions, and conclusions.
R.5.5.EKSP.9	refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences

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

Alignment ID	Alignment Text
R.5.6.g	Locate information from the text to support opinions, inferences, and conclusions.
R.5.6.EU.3	understand that readers draw conclusions and make inferences based on details and information from the text.
R.5.6.EKSP.4	draw conclusions and make inferences using the text as support
5.5.j	Identify cause and effect relationships.
5.6.h	Identify cause and effect relationships following transition words signaling the pattern.
5.5.15	identify cause and effect relationships.
R.5.5.k	Identify cause and effect relationships.
5.6.5	identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
5.6.9	identify cause and effect relationships following transition words signaling the pattern.
R.5.6.h	Identify cause and effect relationships.
R.5.6.EKSP.2	identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order
R.5.6.EKSP.3.a	cause and effect (e.g., if, then)

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

Alignment ID	Alignment Text
5.5.b	Describe character development.
5.5.C	describe character and plot development.
5.5.2.a	what is directly stated in the text;
5.5.2.b	their speech and actions; and
5.5.2.c	what other characters in the story say or think about them.
R.5.5.c	Describe character development.
R.5.5.EKSP.2.a	what a character says
R.5.5.EKSP.2.b	what a character thinks
R.5.5.EKSP.2.c	what a character does
R.5.5.EKSP.2.d	what other characters in the story say or think about them.
5.6.i	Differentiate between fact and opinion.
5.6.10	distinguish between fact and opinion.
R.5.6.i	Differentiate between fact and opinion.
5.5.8	discuss why an author might have used particular words and phrases.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
1.13.9	capitalize days of the week and months of the year.
1.13.10	capitalize names of people.
W.1.13.EKSP.2	capitalize the pronoun I
W.1.13.EKSP.3	capitalize days of the week and months of the year
W.1.13.EKSP.4	capitalize names of people
1.5.c	Identify letters, words, sentences, and ending punctuation.
1.13.e	Begin each sentence with a capital letter and use ending punctuation in final copies.
1.5.2	identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points).
1.5.3	differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
1.7.8	use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension.
R.1.4.c	Identify letters, words, sentences, and ending punctuation.

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Alignment ID	Alignment Text
R.1.6.EKSP.7	use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension
CM.1.1.EKSP.9	use verbs to give directions orally
1.7.a	Use words, phrases, and sentences.
1.7.d	Use knowledge of sentence structure.
1.7.7	use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody).
R.1.4.EKSP.3	recognize that a sentence starts with a capital letter and ends with a period, question mark, or an exclamation point.
R.1.6.a	Use words, phrases, and sentences.
R.1.6.d	Use knowledge of sentence structure.
1.1.e	Express ideas orally in complete sentences.
1.13.d	Use complete sentences in final copies.
1.1.1	produce complete sentences when appropriate to task and situation.
1.13.8	in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates.

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Alignment ID	Alignment Text
CM.1.1.j	Express ideas orally in complete sentences.
CM.1.1.EKSP.10	speak in complete sentences when appropriate to task and situation.
W.1.13.a	Use complete sentences.
W.1.13.b	Begin each sentence with a capital letter and use ending punctuation.
W.1.13.EKSP.1	use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates
1.1.2.g	describe people, places, things, and events with details.
R.1.7.g	Use adjectives to describe nouns.
W.1.12.a	Identify audience and purpose.
W.1.12.b	Use prewriting activities to generate ideas.
W.1.12.c	Focus on one topic.
W.1.12.d	Organize writing to suit purpose.
W.1.12.e	Revise by adding descriptive words when writing about people, place, things, and events.
W.1.12.g	Use letters to phonetically spell words.

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

Alignment ID	Alignment Text
W.1.12.h	Share writing with others.
W.1.12.EU.1	understand that writers communicate ideas for a variety of purposes
W.1.12.EU.2	understand that writers plan, write, revise, and share their writing with others
W.1.12.EU.3	understand sound-symbol correspondence is used to write unfamiliar words.
W.1.12.EKSP.1	use previous experiences to generate ideas
W.1.12.EKSP.2	identify the intended audience and purpose for writing (e.g., letters, stories, journals, etc.)
W.1.12.EKSP.3	participate in teacher-directed brainstorming activities to generate ideas
W.1.12.EKSP.4	participate in shared writing projects
W.1.12.EKSP.5	use prewriting strategies, including, but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information
W.1.12.EKSP.8	write to describe a person, place, or thing using adjectives
W.1.12.EKSP.9	revise writing with additional descriptive words (i.e., adjectives)
W.1.12.EKSP.10	apply the alphabetic principle when writing words
W.1.12.EKSP.11	share writing with others.

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

Alignment ID	Alignment Text
1.13.6	write narrative pieces that include at least two sequenced events, with some details, and conclusion.
R.1.9.EKSP.5	retell stories using the characters, settings, and events in correct sequence from beginning to end
W.1.12.EKSP.7	write narratives that include at least two sequenced events, with details, and a conclusion
1.7.b	Use titles and pictures.
1.7.3	use titles and pictures to make predictions about text.
1.9.1	preview reading material by looking at the book's cover and illustrations and by reading titles and headings.
1.10.2	preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings.
R.1.6.b	Use titles and pictures.
R.1.6.EKSP.3	use titles, pictures, and information in the story to make predictions about vocabulary
R.1.9.EKSP.1	preview reading material by looking at the book's cover, title, and illustrations
R.1.10.EKSP.2	preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings
1.9.g	Retell stories and events, using beginning, middle, and end.

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

Alignment ID	Alignment Text
1.9.9	demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson.
R.1.9.g	Retell stories and events, using beginning, middle, and end in a sequential order.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
2.13.c	Capitalize all proper nouns and the word I.
W.2.11.c	Capitalize all proper nouns and the word I.
2.13.4	capitalize the word I.
2.13.3	capitalize all proper nouns and words at the beginning of sentences.
W.2.11.EKSP.2	capitalize the word I, all proper nouns, and words at the beginning of sentences
2.13.b	Use and punctuate declarative, interrogative, and exclamatory sentences.
W.2.11.b	Use and punctuate declarative, interrogative, and exclamatory sentences.
2.13.2	punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point).
W.2.11.EKSP.1	punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point
2.1.d	Use increasingly complex sentence structures in oral communication.
2.1.A	participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.

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

Alignment ID	Alignment Text
CM.2.1.e	Use increasingly complex sentence structures in oral communication.
2.1.9	speak in complete sentences when appropriate to task and situation to provide details and clarification.
CM.2.1.EKSP.14	speak in complete sentences when appropriate to task and situation to provide details and clarification.
R.2.5.b	Use knowledge of sentence structure to determine the meaning of unknown words.
R.2.5.EKSP.4	use knowledge of word order, including subject, verb, and adjectives, to check for meaning.
2.1.8	use more complex sentence structure with conjunctions, such as while, when, if, because, so, and but, when describing events and giving explanations.
2.2.2	use appropriate descriptive language to express ideas, opinions, and feelings.
2.3.7	share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details.
W.2.10.a	Understand writing as a process.
W.2.10.b	Identify audience and purpose.
W.2.10.c	Use prewriting strategies to generate ideas before writing.
W.2.10.d	Use strategies for organization according to the type of writing.

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

Alignment ID	Alignment Text
W.2.10.e	Organize writing to include a beginning, middle, and end.
W.2.10.f	Write facts about a subject to support a main idea.
W.2.10.h	Expand writing to include descriptive detail.
W.2.10.i	Revise writing for clarity.
W.2.10.EU.1	understand that writers use the writing process including planning, drafting, revising, editing, and publishing
W.2.10.EU.2	understand that written communication should be well-planned and clear to the reader.
W.2.10.EKSP.2	generate ideas and organize information before writing
W.2.10.EKSP.3	participate in shared writing projects
W.2.10.EKSP.6	develop writing by focusing on one topic
W.2.10.EKSP.7	write complete sentences
2.12.9	use adjectives to elaborate and expand simple sentences.
W.2.10.EKSP.9	use adjectives to elaborate and expand simple sentences
2.12.10	describe events, ideas, and personal stories with descriptive details.

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

Alignment ID	Alignment Text
W.2.10.EKSP.10	describe events, ideas, and personal stories with descriptive details
W.2.10.EKSP.13	strengthen writing as needed by revising writing, staying on topic, and including details
W.2.10.EKSP.14	consult reference materials to check and correct spelling
W.2.10.EKSP.15	avoid stringing ideas together with and or then.
W.2.11.k	Use adjectives correctly.
2.13.a	Recognize and use complete sentences.
2.12.7	write complete sentences.
2.12.12	produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).
W.2.10.EKSP.12	produce and expand complete simple and compound sentences (e.g., The girl listened to the music. The little girl listened to the loud music.)
W.2.11.a	Recognize and use complete sentences.
2.13.1	recognize and use complete sentences.
2.13.i	Use commas in the salutation and closing of a letter.
2.8.24	pause at commas and periods during oral reading.

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

Alignment ID	Alignment Text
W.2.11.i	Use commas in salutation and closing of a letter.
2.13.10	use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., Sincerely,) of a letter.
2.1.c	Use correct verb tenses in oral communication.
2.13.j	Use verbs and adjectives correctly in sentences.
W.2.11.j	Use past and present verbs.
2.13.11	use verbs and adjectives correctly in sentences (e.g., The friendly girls talk loudly. The friendly girl talks loudly.).
2.8.h	Summarize stories and events with beginning, middle, and end in the correct sequence.
2.8.7	apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution).
R.2.7.g	Summarize stories and events with beginning, middle, and end in the correct sequence.
2.8.20	use the framework of beginning, middle, and end to summarize and retell story events.
2.12.5	write narratives describing events with details, sequence, and a closure.
W.2.10.EKSP.5	write narratives describing events with details, sequence, and a closure
W.2.10.EKSP.8	begin to compose, organize, and format paragraphs

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

Alignment ID	Alignment Text
2.12.11	use time-order words, such as first, next, then, and last, to sequence and organize their writing.
W.2.10.EKSP.11	use time-order words, such as first, next, then, and last, to sequence and organize writing
2.8.e	Describe characters, setting, and important events in fiction and poetry.
2.8.15	use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.
R.2.7.d	Describe characters, setting, and plot events in fiction and poetry.
R.2.7.EU.1	understand the elements of fiction (i.e., characters, setting, plot events)
R.2.7.EKSP.6	describe the characters, settings, and important plot events using details
2.8.f	Identify the problem and solution.
2.8.14	identify the problems and solutions in stories.
W.2.11.EU.1	understand that proper grammar, capitalization, punctuation, and spelling contribute to the meaning of writing.
W.2.10.EKSP.1	identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)
W.2.11.EKSP.6	use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., Sincerely) of a letter.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
3.6.12.b	using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession;
3.10.a	Use complete sentences.
W.3.9.a	Use complete sentences.
W.3.9.EKSP.1	write using complete sentences
3.10.1	use complete sentences.
W.3.9.d	Use adjectives correctly.
3.9.11	use precise nouns, verbs, and adjectives.
W.3.9.EU.1	understand editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
W.3.9.EKSP.4	use correct punctuation for commas in a simple series and apostrophes in contractions with pronouns (e.g., I'd, we've).
3.10.6.c	using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like he said and she exclaimed); and
3.9.d	Write a paragraph on the same topic.

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

Alignment ID	Alignment Text
3.9.f	Include details that elaborate the main idea.
W.3.8.a	Engage in writing as a process.
W.3.8.b	Identify audience and purpose.
W.3.8.c	Use a variety of prewriting strategies.
W.3.8.d	Use organizational strategies to structure writing according to type.
W.3.8.e	Write a clear topic sentence focusing on main idea.
W.3.8.f	Elaborate writing by including supporting details.
W.3.8.g	Use transition words to vary sentence structure.
W.3.8.i	Write a well-developed paragraph focusing on the main idea.
W.3.8.j	Revise writing for clarity of content using specific vocabulary and information.
W.3.8.EU.1	understand that writers use the writing process, including planning, drafting, revising, editing, and publishing
W.3.8.EU.2	understand how to plan and compose writing for a variety of purposes.
W.3.8.EKSP.1	use a variety of prewriting strategies to plan and organize writing

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

Alignment ID	Alignment Text
W.3.8.EKSP.2	use mentor texts as an example of writing
W.3.8.EKSP.3	develop writing by focusing on one topic
W.3.8.EKSP.4.a.1	introduce a topic and organize information in paragraph(s)
W.3.8.EKSP.4.a.2	use facts, definitions, quotations, details, or other examples and information to develop the topic
W.3.8.EKSP.4.a.3	use specific vocabulary to inform and explain the topic
W.3.8.EKSP.4.a.4	provide a conclusion
3.9.2	write a clear topic sentence that focuses on the main idea.
3.9.3	keep their written paragraphs on one topic.
W.3.8.EKSP.5	incorporate transitional words and phrases (e.g., including but not limited to first, next, last, also, another, more, in order to, because of this, for example)
W.3.8.EKSP.6	add specific details for further elaboration
W.3.8.EKSP.7	use precise nouns, verbs, and adjectives
3.9.4.b.1	introduce a topic and group related information in paragraph form
W.3.8.EKSP.8	clarify writing when revising by including specific vocabulary and information.

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

Alignment ID	Alignment Text
3.9.4.b.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
3.9.4.b.3	use specific vocabulary to inform and explain the topic
3.9.4.b.4	provide a concluding statement or section
3.9.6	use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information.
W.3.9.k	Indicate paragraphing by indenting or skipping a line.
3.9.9	add specific details that further elaborate the main idea.
3.9.1.g	selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry).
3.9.4.a	letters – date, greeting, body, and closing;

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
4.8.3	appropriately identify and use the following parts of a sentence in writing: subject, predicate, and prepositional phrase.
4.8.e	Use commas in series, dates, and addresses.
4.8.8	use commas in series, dates, and addresses.
W.4.8.d	Use commas in series, dates, and addresses.
4.7.h	Use transition words for sentence variety.
4.7.3.b.2	use transition words and phrases for sentence variety and to manage the sequence of events
4.7.14	include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
W.4.7.EKSP.5.b.2	use transition words and phrases for sentence variety
W.4.8.EKSP.3	use knowledge of sentence structure to form complete sentences
4.1.4	use grammatically correct language.
4.7.g	Write two or more related paragraphs on the same topic.
4.7.f	Write a clear topic sentence focusing on the main idea.

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

Alignment ID	Alignment Text
4.7.k	Include supporting details that elaborate the main idea.
4.7.7	write a clear topic sentence focused on the main idea.
4.7.13	link ideas within paragraphs using words and phrases (e.g., another, for example, since, also).
4.7.16	use facts and details in sentences to elaborate the main idea.
4.7.6	focus, organize, and elaborate to construct an effective cohesive message for the reader.
4.7.11	write two or more related paragraphs on a topic.
W.4.7.j	Express an opinion about a topic and provide fact-based reasons for support.
W.4.7.EKSP.5.c.1	state a clear opinion
W.4.7.EKSP.5.c.2	provide multiple facts as reasons for support
W.4.7.EKSP.5.c.3	provide a conclusion
4.7.3.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
4.7.3.a.3	use specific vocabulary to inform and explain the topic; and
4.7.3.a.4	provide a concluding statement or section related to the topic

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

Alignment ID	Alignment Text
4.7.2	produce clear and coherent writing in which the development and organization are appropriate to purpose and audience.
4.8.f	Incorporate adjectives and adverbs.
4.7.3.a.1	clearly introduce a topic and group related information in paragraphs
W.4.7.EKSP.4	produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience
4.8.9	use adjectives and adverbs (use adverbs instead of adjectives where appropriate, (e.g., "He played really well." instead of "He played real well.")).
W.4.7.EKSP.5.a.1	clearly introduce a topic and organize information in paragraphs
W.4.7.EKSP.5.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
W.4.7.EKSP.7	use a variety of prewriting strategies
W.4.7.EKSP.13	use available word reference resources (e.g., dictionary and thesaurus) to assist in revising writing
W.4.7.EKSP.14	use facts and details in sentences to elaborate on the main idea.
W.4.8.e	Correctly use adjectives and adverbs.

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

Alignment ID	Alignment Text
W.4.8.EKSP.6	differentiate between and correctly use adjectives and adverbs (e.g., use adverbs instead of adjectives where appropriate, "He played really well." instead of "He played real well.")
4.7.i	Utilize elements of style, including word choice and sentence variation.
4.7.B	revise the language, organization, and content of a piece of writing for a specific purpose.
4.7.3.b.3	use specific vocabulary, words, and phrases to convey experiences and events
4.7.8	purposefully shape and control language to affect readers.
4.7.10	use specific vocabulary and vivid word choice.
4.8.A	understand that grammatically correct language and mechanics contribute to the meaning of writing.
W.4.8.f	Use quotation marks with dialogue.
W.4.8.EU.1	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
4.7.A	demonstrate the capacity to generate, focus, and organize ideas for writing.
R.4.5.EKSP.13	demonstrate comprehension and apply strategies by writing about what is read
R.4.6.EKSP.5	demonstrate comprehension and apply strategies to write about what is read.
W.4.7.a	Engage in writing as a process.

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

Alignment ID	Alignment Text
W.4.7.b	Select audience and purpose.
W.4.7.c	Narrow the topic.
W.4.7.d	Use a variety of prewriting strategies.
W.4.7.e	Recognize different forms of writing have different patterns of organization.
W.4.7.f	Organize writing to convey a central idea.
W.4.7.g	Write a clear topic sentence focusing on the main idea.
W.4.7.h	Write related paragraphs on the same topic.
W.4.7.i	Elaborate writing by including details to support the purpose.
W.4.7.k	Use transition words and prepositional phrases for sentence variety.
W.4.7.l	Utilize elements of style, including word choice and sentence variation.
W.4.7.m	Revise writing for clarity of content using specific vocabulary and information.
W.4.7.EU.1	understand that writers use the writing process including planning, drafting, revising, editing, and publishing
W.4.7.EU.2	understand the domains of writing include composing, written expression, and usage/mechanics.

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

Alignment ID	Alignment Text
W.4.7.EKSP.1	write focusing on the composing domain features of central idea, organization, unity, and elaboration
W.4.7.EKSP.2	write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety
W.4.7.EKSP.3	use mentor texts as an example of writing
W.4.7.EKSP.5.a.3	use specific vocabulary to inform and explain the topic; and provide a conclusion related to the topic
W.4.7.EKSP.6	organize thoughts to convey a central idea before writing
W.4.7.EKSP.8	focus, organize, and elaborate to construct an effective, cohesive message for the reader
W.4.7.EKSP.9	select specific information to guide readers more purposefully through the piece
W.4.7.EKSP.10	use specific vocabulary and vivid word choice
W.4.7.EKSP.11	link ideas within paragraphs using transition words and phrases
W.4.7.EKSP.12	include sentences of various lengths and beginnings to create a rhythm

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

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
5.8.12	avoid fragments.
5.8.1.b	commas [e.g., items in a series, to set off the words yes and no; and to indicate direct address (e.g., Is that you, Chloe?)];
5.8.6	use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).
5.8.7	use a comma to separate an introductory element from the rest of the sentence.
W.5.8.EKSP.6	use a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie")
W.5.8.EKSP.7	use a comma to separate an introductory element from the rest of the sentence
5.8.f	Use commas to indicate interrupters.
W.5.8.f	Use commas to indicate interrupters, items in a series, and to indicate direct address.
W.5.8.EKSP.1.b	commas (e.g., items in a series, to set off the words yes and no; and to indicate direct address ["Is that you, Zoe?"])
W.5.8.k	Use coordinating conjunctions.
5.8.h	Edit for fragments and run-on sentences.
5.8.k	Identify and use conjunctions.

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

Alignment ID	Alignment Text
5.8.13	avoid run-ons, (e.g., "I opened the door, the dog went out.").
5.8.16	identify and use conjunctions.
W.5.8.h	Edit for fragments and run-on sentences.
W.5.8.EKSP.12	edit to correct fragments and run-ons
5.7.3.a.4	provide a concluding statement or section related to the topic
5.7.3.b.4	provide a conclusion
W.5.7.EKSP.4.b.4	provide a conclusion
5.7.i	Include supporting details that elaborate the main idea.
5.7.2	produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
5.8.A	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
W.5.8.EU.1	understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader.
5.7.d	Write a clear topic sentence focusing on the main idea.

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

Alignment ID	Alignment Text
5.7.7	write a clear topic sentence focusing on the main idea.
5.7.f	Use precise and descriptive vocabulary to create tone and voice.
5.7.14	use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain.
5.7.3.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
5.7.3.c.1	introduce the position
5.7.3.c.2	provide evidence to support the position
5.7.3.c.3	provide points for the opposite side and argue against them
5.7.3.c.4	provide a conclusion.
W.5.7.h	Clearly state a position including supporting reasons and evidence to persuade the intended audience.
W.5.7.EKSP.4.a.2	use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
W.5.7.EKSP.4.c.1	introduce the position
W.5.7.EKSP.4.c.2	provide evidence to support the position

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

Alignment ID	Alignment Text
W.5.7.EKSP.4.c.3	provide points for the opposite side and argue against them
W.5.7.EKSP.4.c.4	provide a conclusion
W.5.7.EKSP.16	include supporting details that elaborate the main idea.
R.5.5.EKSP.11	demonstrate comprehension and apply strategies to write about what is read
R.5.6.EKSP.7	demonstrate comprehension and apply strategies to write about what is read.
W.5.7.a	Engage in writing as a process.
W.5.7.b	Select audience and purpose.
W.5.7.f	Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
W.5.7.g	Write a clear topic sentence focusing on the main idea.
W.5.7.j	Use precise and descriptive vocabulary to create tone and voice.
W.5.7.k	Vary sentence structure by using transition words and prepositional phrases.
W.5.7.l	Revise writing for clarity of content using specific vocabulary and information.
W.5.7.EU.3	understand voice shows an author’s personality, awareness of audience, and passion for the topic, adding liveliness and energy to writing.

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

Alignment ID	Alignment Text
W.5.7.EKSP.4.a.4	provide a conclusion related to the topic
W.5.7.EKSP.5	use mentor texts as an example of writing
W.5.7.EKSP.7	write a clear topic sentence focusing on the main idea
W.5.7.EKSP.9	select specific information to guide readers more purposefully through the piece
W.5.7.EKSP.10	write multiparagraph compositions focused on a central idea, organizing related information in paragraphs
W.5.7.EKSP.11	choose precise, descriptive vocabulary and information to create tone and voice
W.5.7.EKSP.12	revise writing by consulting with peers or adults
W.5.7.EKSP.13	include sentences of various lengths and beginnings to create a rhythm
W.5.7.EKSP.14	vary sentence structure by using transition words and phrases
W.5.7.EKSP.15	clarify writing when revising
5.7.c	Organize information to convey a central idea.
5.7.3.a.1	clearly introduce a topic and group related information in paragraphs
5.7.6	focus, organize, and elaborate to construct an effective message for the reader.

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Alignment ID	Alignment Text
5.7.10	write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections.
W.5.7.e	Organize information to convey a central idea.
W.5.7.EKSP.1	write focusing on the composing domain features of central idea, organization, unity, and elaboration
W.5.7.EKSP.3	produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience
W.5.7.EKSP.4.a.1	clearly introduce a topic and organize information in paragraphs
W.5.7.EKSP.6	focus, organize, and elaborate to construct an effective message for the reader
W.5.7.EU.2	understand the domains of writing include composing, written expression, and usage/mechanics
5.1.4.g	preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and
CM.5.1.EKSP.4.g	preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery
5.7.A	plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
5.7.4	create a plan, and organize thoughts before writing.

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Alignment ID	Alignment Text
5.7.5	use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).
5.7.12	develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting.
W.5.7.c	Use a variety of prewriting strategies.
W.5.7.EU.1	understand that writers use the writing process, including planning, drafting, revising, editing, and publishing
5.8.e	Use quotation marks with dialogue.
5.7.B	use precise, descriptive vocabulary and vary sentence structure as they revise for clarity.
5.7.3.b.3	use specific vocabulary, words, and phrases to convey experiences and events
5.7.8	purposefully shape and control language to demonstrate an awareness of the intended audience.
5.7.11	choose precise descriptive vocabulary and information to create tone and voice.
5.7.13	use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
5.8.1.c	quotation marks with dialogue; and

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Alignment ID	Alignment Text
W.5.7.EKSP.2	write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety
W.5.7.EKSP.4.b.3	use narrative techniques, such as dialogue, description, and pacing to develop experiences or characters
W.5.7.EKSP.8	purposefully select language to demonstrate an awareness of the intended audience
W.5.8.e	Use quotation marks with dialogue.
W.5.8.EKSP.1.c	quotation marks with dialogue
5.7.17	use precise language and phrases to develop writing (e.g., consequently, specifically, especially).
W.5.7.d	Introduce and develop a topic, incorporating evidence and supporting details.
5.7.19	include supporting details that elaborate the main idea.
W.5.7.i	Write multiparagraph compositions.
W.5.7.EKSP.4.a.3	use specific vocabulary to inform and explain the topic
5.4.d	Identify an author’s use of figurative language.
5.4.7	identify when an author uses language figuratively.
R.5.4.d	Identify an author’s use of figurative language.

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Alignment ID	Alignment Text
R.5.4.EKSP.5	identify when an author uses figurative language

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
2.11	The student will maintain legible printing and begin to make the transition to cursive.
3.8	The student will write legibly in cursive.
W.2.9.b	Begin to sign his/her first and last names.
W.2.9.EKSP.4	learn basic strokes for cursive.
2.11.4	learn basic strokes for cursive.
W.3.7.b	Sign his/her first and last names.
W.3.7.EU.1	understand that neat, legible, cursive handwriting is an important tool of written communication.
W.3.7.EKSP.1	use correct letter formation
W.3.7.EKSP.2	form cursive letters with flow from one letter to the next within names and words.
3.8.A	understand that neat, legible cursive handwriting is an important tool of written communication.
3.8.1	use correct letter formation.
3.8.2	practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip.
3.8.3	learn to write legibly in cursive.

0545200733 Scholastic Success With Traditional Manuscript: Grades K–1

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
K.2.b	Use number words.
K.2.1	understand and use number words in conversations, during partner and group activities, and during teacher-directed instruction.
R.K.7.e	Use number words.
R.K.7.EKSP.8	use number words in conversations
K.2.d	Use words to describe/name location, size, color, and shape.
K.2.3	use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.
R.K.7.g	Use adjectives to describe location, size, color, and shape.
R.K.7.EKSP.10	use size, shape, color, and spatial words to describe people, places, and things
K.11.b	Print his/her first and last names.
1.12.a	Form letters accurately.
1.12.b	Space words within sentences.
K.11.A	understand that there are correct ways to write the manuscript letters of the alphabet.

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

Alignment ID	Alignment Text
K.11.C	understand that printing properly formed letters makes manuscript writing legible.
K.11.3	use manuscript letter formation.
K.11.4	use manuscript number formation.
W.K.10.a	Print capital and lowercase letters of the alphabet independently.
W.K.10.b	Print his/her first and last names.
W.K.10.EU.1	understand that there are correct ways to write the manuscript letters of the alphabet
W.K.10.EU.3	understand that printing properly formed letters makes manuscript writing legible.
W.K.10.EKSP.1	use appropriate pencil grip
W.K.10.EKSP.2	print capital and lowercase letters of the alphabet legibly and independently
W.K.10.EKSP.3	use manuscript letter formation
W.K.10.EKSP.4	use manuscript number formation
W.K.10.EKSP.6	print first and last names, beginning each with a capital letter.
1.12.2	use manuscript letter formation.
1.12.3	print all upper and lowercase letters.

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

Alignment ID	Alignment Text
1.12.4	use manuscript number formation.
W.1.11.a	Form letters accurately.
W.1.11.b	Space words within sentences.
W.1.11.EKSP.1	use appropriate pencil grip
W.1.11.EKSP.2	use manuscript letter formation
W.1.11.EKSP.3	print all capital and lowercase letters in sequence and in random order
W.1.11.EKSP.4	print first and last names, beginning each with a capital letter
W.1.11.EKSP.5	use manuscript number formation.

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
K.6.d	Read his/her name and read fifteen meaningful, concrete words.
4.d	Read simple/familiar high-frequency words, including his or her name
4.e	Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles
R.K.3.e	Identify words according to shared beginning and/or ending sounds.
R.K.5.d	Read his/her name and commonly used high-frequency words.
R.K.5.EKSP.2	recognize and read a selection of high-frequency and sight words from familiar text (Each student may know a different set of words.)
R.K.5.EKSP.3	recognize and identify their own first and last names.
K.6.5	locate commonly used words and phrases in familiar text.
K.6.6	recognize a selection of high-frequency and sight words as well as read fifteen meaningful, concrete words. (Each student may know a different set of words.)
K.8.A	understand that vocabulary is made up of words and that words have meaning.