

## Success With Workbooks State Standards

0545200946

**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

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

RF.K.20.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.20.d	Recognize and name all uppercase and lowercase letters of the alphabet.
L.K.37.a	Print many upper- and lowercase letters.
6.4	Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces
6.G	Arrange several letters and ask, "What does this say?"
6.a	Have textured letters to feel/trace with fingers.
7.4	Know that letters of the alphabet are a special category of visual graphics that can be individually named
7.B	Identify other upper and lower case letters
7.d	Display alphabet at the children's eye level
7.e	Provide alphabet puzzles
7.g	Have a variety of letters for children's use (magnetic, foam, letter cards, etc.)

## Success With Workbooks State Standards

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## Scholastic Success With Alphabet

Alignment ID

Alignment Text

7.i

Use transition times to play alphabet games (if your name begins/ends with... could you find the letter... etc.)

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7.j

Play "Mystery Letter" daily, drawing elements of a letter one at a time and have children guess after each clue

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LL.P.6.4

Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.

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LL.P.7.1

Identify letters of the alphabet, especially letters in own name.

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LL.P.7.2

Show progress in identifying the names of letters and the sounds they represent.

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LL.P.7.3

Demonstrate increased ability to recognize letters at the beginning of words.

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Success With Workbooks State Standards

0545200938

**Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
<b>0545200938</b>	<b>Scholastic Success With Basic Concepts</b>
1.c.3.1	activities and games to identify colors
1.c.3.2	You can help the child learn if you provide activities with color mixing using tempera paint, watercolors, food colors and games, such as "Color Bingo" and matching
2.E	Explore unseen common shapes by feel versus sight Work variety of puzzles
2.c	Provide many tactile shape opportunities such as "feel and guess" bags – rotating items often
5.B	Making a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape)
K.OA.8	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
1.c.11.1	opportunities to define simple words
1.c.11.2	You can help the child learn if you show and talk about how things are used, such as "A bed is to sleep in."
1.6	Begin to recognize written numerals in meaningful ways
1.D	Count out three seashells when seeing the numeral "3"
1.E	Match teddy bear counters to animal pictures on a card; place a napkin for each child around lunch table

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment.
M.P.1.2	Show increasing ability to count in sequence to 10 and beyond.
M.P.1.6	Begin to use numbers and counting as a means for solving problems and measuring quantity.
K.MD.15	Directly compare two objects, with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference.
1.5	Use math vocabulary to compare numbers of objects with terms such as more, less, equal to, greater than, fewer than
M.P.1.1	Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.
M.P.1.4	Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.
M.P.5.1	Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.
M.P.3.2	Describe, duplicate, and extend simple patterns using a variety of materials or objects.
M.P.3.3	Recognize and identify patterns in the environment.
M.P.1.5	Use ordinal number words to describe the position of objects (ex.: "first," "second," "third," etc.).

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
M.P.4.3	Demonstrate an understanding of measurable concepts of time and sequence.
K.MD.14	Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.
M.P.4.2	Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.
5.2	Sort and classify objects using more than one attribute
5.C	Sort through a box of buttons and explain "I put all of the big buttons together"
K.G.17	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
1.g	While acting out "Let's Go On a Bear Hunt," emphasize words such as over, under, around
2.J	Use positional words during play (over, under, behind, etc.)
M.P.2.2	Use math language to indicate understanding of positional concepts.
K.G.20	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices or "corners"), and other attributes (e.g., having sides of equal length).
2.H	Use pattern cards to match the same size and shape

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
M.P.2.1	Recognize, describe, compare, and name common shapes, their parts, and attributes.
3.b	Use a variety of materials for sorting (muffin tins, egg cartons, ice trays, etc.)
L.K.40.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.40.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
K.MD.16	Classify objects into given categories; count the number of objects in each category, and sort the categories by count.
K.G.18	Correctly name shapes regardless of their orientations or overall size.
3.E	Find “Things That Go Together” when playing with objects (shoe & sock; comb & brush; pencil & paper, etc.)
3.F	Sort and classify objects in more than one way (color, texture, shape, etc.), for example – group red bears, blue bears, red frogs, and blue frogs, sorting by color and animal
3.G	Sort through a box of buttons and make up own rules for sorting; describe their strategy
3.d	Challenge children to make comparisons when sorting through objects (while sorting cotton balls and marbles – encourage dialogue – “these are fluffy and soft/these are smooth and hard” or while sorting through buttons – “these are large, these are medium-sized, etc.)

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
M.P.3.1	Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.).
M.P.4.1	Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).
M.P.5.2	Classify objects using more than one attribute.
M.P.5.3	Sort and classify objects using self selected criteria.
L.K.40.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
7.h	Put name cards and cards with familiar words (with pictures) in the writing area
7.1	Show progress in associating the names of letters with their shapes and sounds
RF.K.20.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.20.d	Recognize and name all uppercase and lowercase letters of the alphabet.
L.K.37.a	Print many upper- and lowercase letters.
6.4	Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces
6.G	Arrange several letters and ask, "What does this say?"

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
7.4	Know that letters of the alphabet are a special category of visual graphics that can be individually named
7.d	Display alphabet at the children's eye level
7.e	Provide alphabet puzzles
7.g	Have a variety of letters for children's use (magnetic, foam, letter cards, etc.)
7.i	Use transition times to play alphabet games (if your name begins/ends with... could you find the letter... etc.)
7.j	Play "Mystery Letter" daily, drawing elements of a letter one at a time and have children guess after each clue
LL.P.6.4	Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.
LL.P.7.1	Identify letters of the alphabet, especially letters in own name.
LL.P.7.2	Show progress in identifying the names of letters and the sounds they represent.
LL.P.7.3	Demonstrate increased ability to recognize letters at the beginning of words.
RF.K.21.a	Recognize and produce rhyming words.
LL.P.2.4	Identify words that rhyme.



Success With Workbooks State Standards

**054520092X**

**Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
<b>054520092X</b>	<b>Scholastic Success With Beginning Vocabulary</b>
1.c.3.1	activities and games to identify colors
1.c.3.2	You can help the child learn if you provide activities with color mixing using tempera paint, watercolors, food colors and games, such as "Color Bingo" and matching
1.c.11.1	opportunities to define simple words
1.c.11.2	You can help the child learn if you show and talk about how things are used, such as "A bed is to sleep in."
3.b	Use a rich vocabulary when talking with children
1.a.8.1	experiences and examples that show directional words
1.a.8.2	You can help the child learn if you talk about and play games with directional words, such as under and beside
SL.K.34	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1.a.5.1	opportunities to talk about objects and people not present
1.a.5.2	You can help the child learn if you give her/him opportunities to discuss family, home, and pets while in your care
1.a.9.1	opportunities to talk about what others are doing

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

1.a.9.2

You can help the child learn if you have conversations so child can talk about family, friends, and storybook characters

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1.b.6.1

opportunities to talk

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1.b.6.2

You can help the child learn if you include questions with more details in your conversations, such as "What color was the cat, and where did he go?"

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RF.K.21.a

Recognize and produce rhyming words.

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RF.K.21.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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2.1

Identify words that rhyme

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2.2

Identify words with the same beginning and ending phonemes

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2.B

Say, "Hog and dog sound the same"

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2.F

Identify sound a word begins with

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2.e

Play games with words beginning/ending with the same sound or specific sound

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2.h

Have children line up by the beginning sound in their names

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2.i

Say "I want to write moon so I have to listen to its first sound... moon, what sound is that? What letter do I need?"

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## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
7.2	Demonstrate increased ability to notice the beginning letters in familiar words
LL.P.2.2	Recognize common sounds at the beginning of a series of words.
LL.P.2.4	Identify words that rhyme.
L.K.40.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3.D	Help create a language experience chart after participating in a field trip
LL.P.3.3	Connect new vocabulary with prior educational experiences.
LL.P.3.2	Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.
LL.P.6.2	Show increasing awareness of environmental print in the classroom, home, and community.
3.2	Use new and challenging vocabulary words correctly within the context of play or other classroom experiences
3.A	In house center say, "Mama I need a colander for this spaghetti"
3.e	Repeat new words throughout the day in all daily routines
6.A	Point out a stop sign on the way home from school

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment.
RF.K.22.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.40.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.40.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.41	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
7.h	Put name cards and cards with familiar words (with pictures) in the writing area

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
<b>0545201144</b>	<b>Scholastic Success With Consonants</b>
RF.K.21.a	Recognize and produce rhyming words.
2.1	Identify words that rhyme
2.B	Say, "Hog and dog sound the same"
LL.P.2.4	Identify words that rhyme.
RF.K.20.d	Recognize and name all uppercase and lowercase letters of the alphabet.
7.B	Identify other upper and lower case letters
RF.K.20.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.21.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.22.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.K.22.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.22.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.38.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID	Alignment Text
2.2	Identify words with the same beginning and ending phonemes
2.4	Isolate the beginning phoneme in a word
2.C	Say, "Baby and bat start the same"
2.F	Identify sound a word begins with
2.e	Play games with words beginning/ending with the same sound or specific sound
2.h	Have children line up by the beginning sound in their names
2.i	Say "I want to write moon so I have to listen to its first sound... moon, what sound is that? What letter do I need?"
6.4	Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces
6.G	Arrange several letters and ask, "What does this say?"
6.a	Have textured letters to feel/trace with fingers.
7.1	Show progress in associating the names of letters with their shapes and sounds
7.2	Demonstrate increased ability to notice the beginning letters in familiar words

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
7.4	Know that letters of the alphabet are a special category of visual graphics that can be individually named
7.d	Display alphabet at the children’s eye level
7.e	Provide alphabet puzzles
7.g	Have a variety of letters for children’s use (magnetic, foam, letter cards, etc.)
7.i	Use transition times to play alphabet games (if your name begins/ends with... could you find the letter... etc.)
7.j	Play “Mystery Letter” daily, drawing elements of a letter one at a time and have children guess after each clue
LL.P.2.1	Discriminate and identify sounds in spoken language.
LL.P.2.2	Recognize common sounds at the beginning of a series of words.
LL.P.6.4	Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.
LL.P.7.1	Identify letters of the alphabet, especially letters in own name.
LL.P.7.2	Show progress in identifying the names of letters and the sounds they represent.
LL.P.7.3	Demonstrate increased ability to recognize letters at the beginning of words.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
<b>0545201136</b>	<b>Scholastic Success With Vowels</b>
RF.K.20.d	Recognize and name all uppercase and lowercase letters of the alphabet.
7.4	Know that letters of the alphabet are a special category of visual graphics that can be individually named
7.B	Identify other upper and lower case letters
7.d	Display alphabet at the children’s eye level
7.e	Provide alphabet puzzles
7.g	Have a variety of letters for children’s use (magnetic, foam, letter cards, etc.)
7.i	Use transition times to play alphabet games (if your name begins/ends with... could you find the letter... etc.)
7.j	Play “Mystery Letter” daily, drawing elements of a letter one at a time and have children guess after each clue
LL.P.7.1	Identify letters of the alphabet, especially letters in own name.
RF.K.21.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.22.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.



## Success With Workbooks State Standards

0545201136

## Scholastic Success With Vowels

Alignment ID	Alignment Text
RF.K.22.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.22.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.38.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
6.4	Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces
6.G	Arrange several letters and ask, "What does this say?"
6.a	Have textured letters to feel/trace with fingers.
7.1	Show progress in associating the names of letters with their shapes and sounds
LL.P.6.4	Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.
LL.P.7.2	Show progress in identifying the names of letters and the sounds they represent.
LL.P.7.3	Demonstrate increased ability to recognize letters at the beginning of words.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
<b>0545200717</b>	<b>Scholastic Success With Math: Grade 1</b>
1.NBT.9	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.G.20	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.NBT.12	Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.MD.15	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.16	Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
1.G.21	Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
1.MD.17	Tell and write time in hours and half-hours using analog and digital clocks.

Success With Workbooks State Standards

**0545200709**

**Scholastic Success With Math: Grade 2**

Alignment ID	Alignment Text
<b>0545200709</b>	<b>Scholastic Success With Math: Grade 2</b>
2.NBT.5.a	100 can be thought of as a bundle of ten tens, called a “hundred.”
2.NBT.5.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2.NBT.8	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
2.NBT.13	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.G.24	Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.NBT.10	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.11	Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.MD.20	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.14	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

## Success With Workbooks State Standards

0545200709

## Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

2.MD.15

Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

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2.MD.16

Estimate lengths using units of inches, feet, centimeters, and meters.

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2.MD.17

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

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2.MD.23

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

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2.G.26

Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
<b>0545200695</b>	<b>Scholastic Success With Math: Grade 3</b>
3.NBT.10	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.MD.18	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
3.NF.13	Understand a fraction $\frac{1}{n}$ .
3.NF.15.a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.
3.NF.15.b	Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$ , $\frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.NF.15.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.15.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
3.G.25	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## Success With Workbooks State Standards

0545200695

## Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

3.MD.16

Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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3.MD.19

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

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3.G.24

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
<b>0545200687</b>	<b>Scholastic Success With Math: Grade 4</b>
4.NBT.7	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
4.NBT.8	Use place value understanding to round multi-digit whole numbers to any place.
4.NBT.9	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NBT.10	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.11	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.12	Explain why a fraction
4.NF.14.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
4.NF.15.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.MD.22	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.NF.16	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
4.NF.14.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.14.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.MD.19	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.MD.20	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.24	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.G.26	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.



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

Alignment ID

Alignment Text

4.G.27

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

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4.G.28

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
<b>0545200679</b>	<b>Scholastic Success With Math: Grade 5</b>
5.NBT.9	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NF.14.a	Interpret the product (
5.NF.15.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.15.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence
5.NF.16	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NF.11	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NBT.6.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
5.NBT.6.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.

## Success With Workbooks State Standards

0545200679

## Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

5.NBT.8

Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.10

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.

5.MD.18

Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multistep, real-world problems.

5.NF.14.b

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.G.23

Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,

5.G.24

Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
<b>0545200660</b>	<b>Scholastic Success With Math Tests: Grade 3</b>
3.NBT.10	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NF.13	Understand a fraction $\frac{1}{2}$
3.NF.15.b	Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$ , $\frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.NF.15.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.15.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
3.MD.16	Tell and write time to the nearest minute, and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.17	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
3.MD.18	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

## Success With Workbooks State Standards

0545200660

## Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.MD.20.a

A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

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3.MD.20.b

A plane figure which can be covered without gaps or overlaps by

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3.MD.21

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

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3.MD.22.d

Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real-world problems.

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3.MD.23

Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

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3.G.24

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

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3.G.25

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

**0545200652**

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

4.NBT.7	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
4.NBT.8	Use place value understanding to round multi-digit whole numbers to any place.
4.NF.13	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
4.MD.19	Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
4.G.26	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.27	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.G.28	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

## Success With Workbooks State Standards

0545200652

## Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.NBT.9	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NBT.10	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.11	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.14.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.14.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.NF.16	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
4.MD.20	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

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

Alignment ID

Alignment Text

4.MD.22

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

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0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
<b>0545200644</b>	<b>Scholastic Success With Math Tests: Grade 5</b>
5.NBT.6.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
5.NBT.6.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
5.MD.22.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
5.NF.14.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.MD.18	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multistep, real-world problems.
5.MD.20.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
5.MD.20.b	A solid figure which can be packed without gaps or overlaps using
5.MD.21	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

## Success With Workbooks State Standards

0545200644

## Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
5.G.25	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
5.G.26	Classify two-dimensional figures in a hierarchy based on properties.
5.NBT.8	Fluently multiply multi-digit whole numbers using the standard algorithm.
5.NBT.9	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.10	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.
5.NF.11	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NF.12	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally, and assess the reasonableness of answers.
5.NF.14.a	Interpret the product (

## Success With Workbooks State Standards

0545200644

## Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

5.NF.15.a

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

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5.NF.15.b

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence

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5.NF.16

Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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5.G.23

Use a pair of perpendicular number lines, called axes, to define a coordinate system with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,

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5.G.24

Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
<b>054520111X</b>	<b>Scholastic Success With Math Tests: Grade 6</b>
6.NS.7	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
6.G.21	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6.NS.5	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.6	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.9.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
6.NS.9.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
6.NS.11	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

6.G.23

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

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6.SP.29.c

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

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Success With Workbooks State Standards

0545201039

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

Alignment ID	Alignment Text
<b>0545201039</b>	<b>Scholastic Success With Reading Tests: Grade 3</b>
RL.3.9	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.
RI.3.11	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.12	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
RI.3.13	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
RI.3.14	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.15	Distinguish their own point of view from that of the author of a text.
RI.3.16	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.17	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).
RI.3.18	Compare and contrast the most important points and key details presented in two texts on the same topic.

## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

RI.3.19

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.

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RF.3.20.a

Identify and know the meaning of the most common prefixes and derivational suffixes.

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RF.3.21.b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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RF.3.21.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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L.3.40.a

Use sentence-level context as a clue to the meaning of a word or phrase.

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L.3.40.b

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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L.3.40.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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L.3.41.a

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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L.3.41.b

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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L.3.42

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

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## Success With Workbooks State Standards

0545201101

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

Alignment ID

Alignment Text

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

RL.4.8	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.4.11	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.12	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.13	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
RI.4.14	Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.15	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.16	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.17	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.18	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



## Success With Workbooks State Standards

0545201101

## Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

RI.4.19

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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RF.4.21.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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L.4.41.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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L.4.42.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

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L.4.42.c

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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L.4.41.a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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L.4.42.a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

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L.4.43

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

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Success With Workbooks State Standards

**0545201098**

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

Alignment ID	Alignment Text
<b>0545201098</b>	<b>Scholastic Success With Reading Tests: Grade 5</b>
L.5.40.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
W.5.23.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
RL.5.9	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.
RI.5.11	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.12	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.13	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
RI.5.14	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.15	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.16	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

RI.5.17

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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RI.5.18

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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RI.5.19

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.

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RF.5.21.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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W.5.30.b

Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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SL.5.33

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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SL.5.34

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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L.5.41.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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L.5.42.a

Interpret figurative language, including similes and metaphors, in context.

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L.5.42.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

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## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

L.5.41.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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L.5.42.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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L.5.43

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
<b>054520108X</b>	<b>Scholastic Success With Reading Tests: Grade 6</b>
RL.6.8	Differentiate among odes, ballads, epic poetry, and science fiction.
RI.6.11	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.12	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.13	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.14	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.15	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.16	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.18	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.19	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
L.6.40.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.40.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.41.a	Interpret figures of speech (e.g., personification) in context.
L.6.41.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
L.6.40.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.41.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.42	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID

Alignment Text

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

L.1.38.b	Use end punctuation for sentences.
L.1.37.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.39.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.37.b	Use common, proper, and possessive nouns.
L.1.37.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.37.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.37.f	Use frequently occurring adjectives.
L.1.37.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.37.h	Use determiners (e.g., articles, demonstratives).
L.1.37.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.37.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

L.1.40.d

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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RF.1.20.a

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

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L.1.38.a

Capitalize dates and names of people.

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## Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID

Alignment Text

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

L.2.36.a	Capitalize holidays, product names, and geographic names.
L.2.35.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.35.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.40	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.36.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.35.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.39.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

## Success With Workbooks State Standards

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

Alignment ID	Alignment Text
<b>0545201055</b>	<b>Scholastic Success With Grammar: Grade 3</b>
L.3.37.b	Form and use regular and irregular plural nouns.
L.3.37.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.37.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.37.i	Produce simple, compound, and complex sentences.
L.3.38.d	Form and use possessives.
L.3.38.b	Use commas in addresses.
L.3.38.c	Use commas and quotation marks in dialogue.
L.3.37.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.37.d	Form and use regular and irregular verbs.
L.3.37.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.4.38.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.39.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.38.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.38.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.38.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.38.e	Form and use prepositional phrases.
L.4.39.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.38.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Success With Workbooks State Standards

**0545201020**

**Scholastic Success With Grammar: Grade 5**

Alignment ID	Alignment Text
<b>0545201020</b>	<b>Scholastic Success With Grammar: Grade 5</b>
L.5.40.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.38.d	Recognize and correct inappropriate shifts in verb tense.
L.5.38.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.38.c	Use verb tense to convey various times, sequences, states, and conditions.
W.5.23.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
L.5.39.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.38.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.39.a	Use punctuation to separate items in a series.
L.5.39.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.39.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

## Success With Workbooks State Standards

0545200725

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

Alignment ID

Alignment Text

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

4.NBT.9

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.10

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.11

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Success With Workbooks State Standards

0545201012

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

Alignment ID

Alignment Text

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

5.MD.22.a

Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

5.NBT.8

Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.10

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.NBT.12

Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

## Success With Workbooks State Standards

0545200970

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

Alignment ID

Alignment Text

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

2.NBT.9

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.NBT.10

Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.NBT.11

Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.2.36.e

Form uppercase and lowercase letters in cursive.

L.3.38.g

Write legibly in cursive.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.K.37.a

Print many upper- and lowercase letters.

L.1.37.a

Print all uppercase and lowercase letters.

## Success With Workbooks State Standards

054520089X

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

Alignment ID

Alignment Text

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

5.NF.14.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.MD.19	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.
5.NF.13	Interpret a fraction as division of the numerator by the denominator (
5.NF.11	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
5.NF.12	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally, and assess the reasonableness of answers.
5.NF.14.a	Interpret the product (
5.NF.15.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
5.NF.15.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case), explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number, and relating the principle of fraction equivalence
5.NF.16	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NF.17.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
5.NF.17.c	Solve real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
5.NBT.6.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
5.NBT.6.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
5.NBT.5	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.10	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used.

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
<b>0545200881</b>	<b>Scholastic Success With Fractions: Grade 4</b>
4.NF.15.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
4.MD.22	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
4.NF.14.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
4.NF.12	Explain why a fraction
4.NF.13	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
4.NF.14.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.14.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.NF.14.d

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

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4.NF.16

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

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0545200873

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

Alignment ID	Alignment Text
<b>0545200873</b>	<b>Scholastic Success With Multiplication &amp; Division: Grade 3</b>
3.MD.20.a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
3.MD.20.b	A plane figure which can be covered without gaps or overlaps by
3.MD.21	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3.MD.22.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3.MD.22.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
3.G.25	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## Success With Workbooks State Standards

0545200865

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

Alignment ID

Alignment Text

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

4.NBT.11

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NF.15.a

Understand a fraction

4.NF.15.b

Understand a multiple of

4.NBT.10

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.



Success With Workbooks State Standards

0545200857

**Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
<b>0545200857</b>	<b>Scholastic Success With Numbers &amp; Concepts</b>
K.G.17	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.G.18	Correctly name shapes regardless of their orientations or overall size.
2.1	Recognize, describe, compare, and name common shapes, their parts, and attributes
2.A	Recognize that a triangle is different from a rectangle
2.E	Explore unseen common shapes by feel versus sight Work variety of puzzles
2.c	Provide many tactile shape opportunities such as “feel and guess” bags – rotating items often
M.P.2.1	Recognize, describe, compare, and name common shapes, their parts, and attributes.
M.P.1.6	Begin to use numbers and counting as a means for solving problems and measuring quantity.
3.B	Recognize a pattern in a string of beads and determine which bead is needed to continue the pattern
3.c	Provide opportunities for children to listen and repeat patterns (clap, clap, clap, pause; clap, clap, clap, pause)
M.P.3.2	Describe, duplicate, and extend simple patterns using a variety of materials or objects.
M.P.3.3	Recognize and identify patterns in the environment.

## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

Alignment ID	Alignment Text
K.MD.15	Directly compare two objects, with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference.
1.5	Use math vocabulary to compare numbers of objects with terms such as more, less, equal to, greater than, fewer than
M.P.1.4	Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.
M.P.5.1	Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.
K.OA.8	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
K.MD.16	Classify objects into given categories; count the number of objects in each category, and sort the categories by count.
1.E	Match teddy bear counters to animal pictures on a card; place a napkin for each child around lunch table
M.P.1.2	Show increasing ability to count in sequence to 10 and beyond.
M.P.1.1	Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.
M.P.1.5	Use ordinal number words to describe the position of objects (ex.: “first,” “second,” “third,” etc.).

## Success With Workbooks State Standards

0545200849

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

Alignment ID

Alignment Text

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

RI.1.11	Identify the main topic and retell key details of a text.
RI.1.16	Use the illustrations and details in a text to describe its key ideas.
RI.1.17	Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects).
L.1.40.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.40.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.1.40.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RL.1.1.a	Make predictions from text clues.
RF.1.23.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.1.9	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.

Success With Workbooks State Standards

0545200830

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

Alignment ID	Alignment Text
<b>0545200830</b>	<b>Scholastic Success With Reading Comprehension: Grade 2</b>
L.2.38.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RI.2.11	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.17	Describe how reasons support specific points the author makes in a text.
SL.2.30	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
L.2.39.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.37.a	Compare formal and informal uses of English.
RF.2.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.22.a	Write free verse poetry to express ideas.
RL.2.1.a	Infer the main idea and supporting details in narrative texts.
RL.2.8	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Success With Workbooks State Standards

0545200822

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

Alignment ID	Alignment Text
<b>0545200822</b>	<b>Scholastic Success With Reading Comprehension: Grade 3</b>
RI.3.11	Determine the main idea of a text; recount the key details and explain how they support the main idea.
L.3.42	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
RI.3.12	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
RI.3.13	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
RF.3.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.40.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.41.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI.3.17	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence).
RL.3.9	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.



Success With Workbooks State Standards

**0545200822**

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

Alignment ID

Alignment Text

RF.3.21.b

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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Success With Workbooks State Standards

**0545200814**

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

Alignment ID	Alignment Text
<b>0545200814</b>	<b>Scholastic Success With Reading Comprehension: Grade 4</b>
SL.4.34	Identify the reasons and evidence a speaker provides to support particular points.
RI.4.13	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
RF.4.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.41.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.43	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
RI.4.14	Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.17	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.29	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
RI.4.11	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Success With Workbooks State Standards

0545200806

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

Alignment ID	Alignment Text
<b>0545200806</b>	<b>Scholastic Success With Reading Comprehension: Grade 5</b>
RI.5.11	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.17	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
L.5.40.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
RI.5.13	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
RF.5.21.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.5.41.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.43	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
RI.5.14	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.



Success With Workbooks State Standards

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

Alignment ID	Alignment Text
<b>0545200792</b>	<b>Scholastic Success With Writing: Grade 1</b>
L.1.38.a	Capitalize dates and names of people.
L.1.38.b	Use end punctuation for sentences.
RF.1.20.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.1.39.a	Use sentence-level context as a clue to the meaning of a word or phrase.
SL.1.36	Produce complete sentences when appropriate to task and situation.
L.1.37.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.37.f	Use frequently occurring adjectives.
L.1.37.h	Use determiners (e.g., articles, demonstratives).
L.1.40.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W.1.26	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Success With Workbooks State Standards

**0545200792**

**Scholastic Success With Writing: Grade 1**

Alignment ID

Alignment Text

RI.1.18

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
<b>0545200784</b>	<b>Scholastic Success With Writing: Grade 2</b>
SL.2.34	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.38.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.35.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.40	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.35.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.35.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.39.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
W.2.24	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
<b>0545200776</b>	<b>Scholastic Success With Writing: Grade 3</b>
SL.3.36	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
W.3.24.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
L.3.37.i	Produce simple, compound, and complex sentences.
L.3.37.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.37.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
W.3.24.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
L.3.38.c	Use commas and quotation marks in dialogue.
W.3.23.b	Develop the topic with facts, definitions, and details.

Success With Workbooks State Standards

**0545200768**

**Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
<b>0545200768</b>	<b>Scholastic Success With Writing: Grade 4</b>
L.4.39.a	Use correct capitalization.
L.4.39.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.38.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.22.b	Provide reasons that are supported by facts and details.
W.4.22.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.22.d	Provide a concluding statement or section related to the opinion presented.
W.4.23.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.23.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.23.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.23.e	Provide a concluding statement or section related to the information or explanation presented.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W.4.22.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
L.4.38.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.38.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.38.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.40.a	Choose words and phrases to convey ideas precisely.
L.4.40.b	Choose punctuation for effect.
L.4.42.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
W.4.24.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.24.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.24.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
L.4.39.b	Use commas and quotation marks to mark direct speech and quotations from a text.

Success With Workbooks State Standards

**054520075X**

**Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
<b>054520075X</b>	<b>Scholastic Success With Writing: Grade 5</b>
W.5.24.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
L.5.39.a	Use punctuation to separate items in a series.
L.5.39.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.39.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).
L.5.38.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
W.5.23.e	Provide a concluding statement or section related to the information or explanation presented.
W.5.24.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.23.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.24.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.22.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.22.b	Provide logically ordered reasons that are supported by facts and details.

## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W.5.22.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.22.d	Provide a concluding statement or section related to the opinion presented.
W.5.23.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.23.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.25	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.24.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
L.5.40.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.42.a	Interpret figurative language, including similes and metaphors, in context.



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.2.36.e

Form uppercase and lowercase letters in cursive.

L.3.38.g

Write legibly in cursive.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.K.37.a

Print many upper- and lowercase letters.

L.1.37.a

Print all uppercase and lowercase letters.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

RF.K.22.c

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.22.d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

7.h

Put name cards and cards with familiar words (with pictures) in the writing area