

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

S.2.GLE.1.IQ.3

How many words are on this page?

S.2.GLE.2.IQ.1

What do letters mean?

S.2.GLE.2.IQ.2

How do letters and words communicate meaning?

S.2.GLE.2.IQ.3

Why is it important that people know the letters in their name?

S.2.GLE.2.RA.2

Letters will help children learn to be good readers and writers.

S.2.GLE.2.RA.4

Using letters to write a name or say the names of letters will help children be better readers.

S.2.GLE.2.N.2

Readers understand that letters and words convey meaning in the world.

S.3.GLE.1.N.2

Letters are symbols used to represent speech sounds.

S.3.GLE.2.IQ.1

How is the first letter of someone's name different from the other letters?

S.3.GLE.2.IQ.2

Why do writers use an uppercase letter at the beginning of names?

S.3.GLE.2.RA.2

English words consist of letters; Hieroglyphic's consists of symbols.

S.3.GLE.2.N.3

Writers can identify upper- and lowercase letters.

S.1.GLE.1.IQ.1

Why are the sounds and letters in words important?

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

S.1.GLE.1.RA.1

Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.)

S.1.GLE.1.RA.2

Electronic sources provide a tool for displaying word and letters.

S.2.GLE.3.IQ.2

What letters are needed to spell the word _____?

S.2.GLE.3.IQ.5

Where do you find other letters in our room that are like letters in your name?

S.2.GLE.3.N.2

Readers know all of the letter sounds and letter names.

S.3.GLE.2.N.1

Writers use upper- and lowercase letters when appropriate.

2.2.b

Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name

2.2.c

Begin to name familiar objects, colors, letters, and numbers rapidly and in random order

RW.P.2.2.a

Identify and discriminate between words in language.

RW.P.2.3.d

Recognize words as a unit of print and understand that letters are grouped to form words.

RW.P.2.4.a

Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

RW.P.2.4.b

Recognize that letters of the alphabet have distinct sound(s) associated with them.

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

RW.P.2.4.d

Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.

RW.P.3.1.d

Copy, trace, or independently write letters or words.

2.3.a.ii

Recognize that spoken words are represented in written language by specific sequences of letters.

2.3.a.iv

Recognize and name all upper- and lowercase letters of the alphabet.

3.2.a.i

Print many upper- and lowercase letters.

RW.K.2.3.a.ii

Recognize that spoken words are represented in written language by specific sequences of letters.

RW.K.2.3.a.iv

Recognize and name all upper- and lowercase letters of the alphabet.

RW.K.3.4.a.i

Print many upper- and lowercase letters.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

0545200938**Scholastic Success With Basic Concepts**

S.4.GLE.1.N.1

Geometry helps discriminate one characteristic from another.

P.G.A.2

Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation.

S.3.GLE.2.IQ.4

How do readers discriminate between symbols, digits, and letters?

S.1.GLE.1.N.1

Numbers are used to count and order objects.

S.1.GLE.1.IQ.2

Is there a wrong way to count? Why?

S.1.GLE.1.RA.3

People use numbers to communicate with others such as two more forks for the dinner table, one less sister than my friend, or six more dollars for a new toy.

S.1.GLE.1.N.2

Numbers are used to count and order both real and imaginary objects.

S.1.GLE.1.N.4

Mathematicians look for and make use of structure.

S.4.GLE.1.N.4

Mathematicians look for and make use of structure.

P.CC.A.1

Count verbally or sign to at least 20 by ones.

P.CC.B.2

Instantly recognize, without counting, small quantities of up to five objects and say or sign the number.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

P.CC.C.3

Say or sign the number names in order when counting, pairing one number word that corresponds with one object, up to at least 10.

P.CC.C.5

Accurately count as many as five objects in a scattered configuration or out of a collection of more than five objects.

P.CC.E.9

Associate a number of objects with a written numeral 0-5.

P.CC.E.10

Recognize and, with support, write some numerals up to 10.

1.1.a.i

Count to 100 by ones and by tens.

1.1.a.ii

Count forward beginning from a given number within the known sequence.

1.1.a.iii

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.

1.1.b.i

Apply the relationship between numbers and quantities and connect counting to cardinality.

1.1.b.ii

Count and represent objects to 20.

1.1.c.ii

Compare two numbers between 1 and 10 presented as written numerals.

1.2.a.i

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

1.2.a.v

Use objects including coins and drawings to model addition and subtraction problems to 10.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| 4.2.b.ii | Count the numbers of objects in each category. |
| 4.2.b.iii | Sort the categories by count. |
| S.1.GLE.1.IQ.3 | How do you know when you have more or less? |
| P.CC.D.7 | Identify whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects. |
| 4.2.a.iii | Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. |
| P.OA.B.4 | Fill in missing elements of simple patterns. |
| P.OA.B.5 | Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. |
| S.4.GLE.2.RA.1 | Understanding the order of events allows people to tell a story or communicate about the events of the day. |
| S.1.GLE.1.IQ.4 | What does it mean to be second and how is it different than two? |
| 1.1.c.i | Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. |
| S.4.GLE.2.IQ.2 | How is height different from length? |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| P.MD.A.2 | Compare or order up to five objects based on their measurable attributes, such as height or weight. |
| 4.2.a.i | Describe measurable attributes of objects, such as length or weight. |
| 4.2.a.iv | Order several objects by length, height, weight, or price. |
| S.4.GLE.1.IQ.5 | What is the same about these objects and what is different? |
| S.4.GLE.1.IQ.2 | What are all the things you can think of that are round? What is the same about these things? |
| S.4.GLE.2.IQ.1 | How can you tell when one thing is bigger than another? |
| 4.2.c | Sort coins by physical attributes such as color or size |
| S.4.GLE.1.RA.1 | Shapes and position help students describe and understand the environment such as in cleaning up, or organizing and arranging their space. |
| S.4.GLE.1.RA.3 | Technology games can be used to arrange and position objects. |
| S.4.GLE.1.RA.2 | People communicate where things are by their location in space using words like next to, below, or between. |
| P.CC.D.8 | Identify and use numbers related to order or position from first to fifth. |
| P.G.B.5 | Understand and use language related to directionality, order, and the position of objects, including up/down and in front/behind. |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| P.G.B.6 | Correctly follow directions involving their own position in space, such as “Stand up” and “Move forward.” |
| 4.1.a.i | 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. |
| 4.1.c | Use words to describe attributes of objects |
| P.G.A.3 | Analyze, compare, and sort two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape. |
| 4.1.b.i | Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. |
| S.2.GLE.1.RA.2 | Words, signs, and symbols help people to organize their lives (put materials or toys away). |
| S.2.GLE.1.N.1 | Readers use environmental print, signs, or symbols to communicate with others. |
| S.2.GLE.2.RA.1 | Environmental print, signs, or symbols help people follow directions (such as walk or wait street crossing signs, routine schedules). |
| S.4.GLE.2.N.1 | Mathematicians sort and organize to create patterns. Mathematicians look for patterns and regularity. The search for patterns can produce rewarding shortcuts and mathematical insights. |
| S.1.GLE.2.N.1 | Mathematicians create models of problems that reveal relationships and meaning. |

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.2.IQ.5 | What items in a box are alike in some way? (For example, bear, bull—they are both animals. Both bear and bull start with /b/). |
| S.2.GLE.2.RA.3 | Children learn how to sort many items in their lives. |
| S.4.GLE.1.IQ.6 | What are the ways to sort objects? |
| S.4.GLE.1.N.2 | Mathematicians organize objects in different ways to learn about the objects and a group of objects. |
| S.4.GLE.1.IQ.1 | What are the ways to describe where an object is? |
| 1.1.d | Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| 1.1.f | Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| RW.K.1.2.d | Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. |
| RW.K.1.2.f | Identify real-life connections between words and their use (for example: note places at school that are colorful). |
| 4.1.a.ii | Correctly name shapes regardless of their orientations or overall size. |
| 4.2.b.i | Classify objects into given categories. |

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.1.IQ.4 | The pictures in this tale suggest the story is about _____. |
| 1.1.e | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| RW.K.1.2.e | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| S.2.GLE.2.IQ.4 | How do letters connect with phonemes (speech sounds)? |
| S.2.GLE.2.N.1 | Readers know that phonemes (speech sounds) are connected to print using graphemes (letters). |
| S.3.GLE.1.N.3 | Sounds in spoken words map to letters in printed words. |
| S.2.GLE.3.IQ.1 | How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)? |
| S.2.GLE.3.N.1 | Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters). |
| 2.3.b.vi | Identify phonemes for letters. |
| RW.K.2.3.b.vii | Identify phonemes for letters. |
| S.1.GLE.3.N.2 | Phonological and phonemic awareness prepares the brain for reading and spelling. |
| S.2.GLE.1.IQ.3 | How many words are on this page? |
| S.2.GLE.2.IQ.1 | What do letters mean? |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|---|
| S.2.GLE.2.IQ.2 | How do letters and words communicate meaning? |
| S.2.GLE.2.IQ.3 | Why is it important that people know the letters in their name? |
| S.2.GLE.2.RA.2 | Letters will help children learn to be good readers and writers. |
| S.2.GLE.2.RA.4 | Using letters to write a name or say the names of letters will help children be better readers. |
| S.2.GLE.2.N.2 | Readers understand that letters and words convey meaning in the world. |
| S.3.GLE.1.N.2 | Letters are symbols used to represent speech sounds. |
| S.3.GLE.2.IQ.1 | How is the first letter of someone's name different from the other letters? |
| S.3.GLE.2.IQ.2 | Why do writers use an uppercase letter at the beginning of names? |
| S.3.GLE.2.RA.2 | English words consist of letters; Hieroglyphic's consists of symbols. |
| S.3.GLE.2.N.3 | Writers can identify upper- and lowercase letters. |
| S.1.GLE.1.IQ.1 | Why are the sounds and letters in words important? |
| S.1.GLE.1.RA.1 | Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.) |
| S.1.GLE.1.RA.2 | Electronic sources provide a tool for displaying word and letters. |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|---|
| S.2.GLE.3.IQ.2 | What letters are needed to spell the word _____? |
| S.2.GLE.3.IQ.5 | Where do you find other letters in our room that are like letters in your name? |
| S.2.GLE.3.N.2 | Readers know all of the letter sounds and letter names. |
| S.3.GLE.2.N.1 | Writers use upper- and lowercase letters when appropriate. |
| RW.P.2.2.a | Identify and discriminate between words in language. |
| RW.P.2.3.d | Recognize words as a unit of print and understand that letters are grouped to form words. |
| RW.P.2.4.a | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RW.P.2.4.b | Recognize that letters of the alphabet have distinct sound(s) associated with them. |
| RW.P.2.4.d | Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name. |
| RW.P.3.1.d | Copy, trace, or independently write letters or words. |
| 2.3.a.ii | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |
| 3.2.a.i | Print many upper- and lowercase letters. |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|----------------|--|
| RW.K.2.3.a.ii | Recognize that spoken words are represented in written language by specific sequences of letters. |
| RW.K.2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |
| RW.K.3.4.a.i | Print many upper- and lowercase letters. |
| S.1.GLE.3.IQ.2 | Why is it important to hear sounds in words? |
| S.1.GLE.3.IQ.1 | Why are phonemes (speech sounds) important? |
| S.1.GLE.3.N.3 | The ability to notice and manipulate phonemes orally is essential for successful reading development. |
| 2.3.b.i | Recognize and produce rhyming words. |
| RW.K.2.3.b.i | Recognize and produce rhyming words. |
| S.4.GLE.1.IQ.3 | What is real and what is make-believe? |
| S.4.GLE.1.IQ.7 | How do readers know that a story is real? |
| S.4.GLE.1.RA.4 | Good readers know the difference between what is real and what is make-believe in the stories they read. |
| RW.P.2.1.e | Begin to identify key features of reality versus fantasy in stories, pictures, and events. |
| RW.P.2.1.h | Begin to identify key features of reality versus fantasy in stories, pictures, and events. |

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text |
|-------------------|---|
| 054520092X | Scholastic Success With Beginning Vocabulary |
| S.3.GLE.2.IQ.4 | How do readers discriminate between symbols, digits, and letters? |
| S.1.GLE.3.N.2 | Phonological and phonemic awareness prepares the brain for reading and spelling. |
| S.2.GLE.1.IQ.4 | The pictures in this tale suggest the story is about _____. |
| 1.1.b | Begin to identify and use special concepts (first/last, over/under, etc.) |
| RW.K.1.2.a | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| RW.K.2.3.b.vi | Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. |
| S.1.GLE.3.IQ.2 | Why is it important to hear sounds in words? |
| S.1.GLE.1.IQ.1 | Why are the sounds and letters in words important? |
| S.1.GLE.3.IQ.1 | Why are phonemes (speech sounds) important? |
| S.1.GLE.3.N.3 | The ability to notice and manipulate phonemes orally is essential for successful reading development. |
| RW.P.2.2.c | Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. |

054520092X

Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text |
|----------------|---|
| RW.P.2.4.c | Attend to the beginning letters and sounds in familiar words. |
| 1.3.g | Identify the initial, medial, and final phoneme (speech sound) of spoken words |
| 2.3.b.i | Recognize and produce rhyming words. |
| 2.3.b.iv | 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/.) |
| RW.K.2.3.b.i | Recognize and produce rhyming words. |
| RW.K.2.3.b.iv | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. |
| RW.K.2.3.f.ii | Identify the initial, medial, and final phoneme (speech sound) of spoken words. |
| S.2.GLE.1.RA.2 | Online games and computer software provide a means to practice identifying main characters, setting, key events, arranging events in order. |
| S.4.GLE.1.IQ.3 | What is real and what is make-believe? |
| S.4.GLE.1.IQ.7 | How do readers know that a story is real? |
| S.4.GLE.1.RA.4 | Good readers know the difference between what is real and what is make-believe in the stories they read. |
| RW.P.2.1.e | Begin to identify key features of reality versus fantasy in stories, pictures, and events. |

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text |
|----------------|--|
| RW.P.2.1.h | Begin to identify key features of reality versus fantasy in stories, pictures, and events. |
| 4.1.b | Begin to identify key features of reality versus fantasy in stories, pictures, and events |
| 1.1.e | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| RW.K.1.2.e | Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| S.1.GLE.1.IQ.2 | Why is it important to learn new words and build speaking vocabularies? |
| RW.P.2.3.a | Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. |
| S.2.GLE.1.RA.1 | Words, signs, and symbols all around the house and outside give direction (such as walk or wait street crossing signs, routine schedules). |
| S.2.GLE.1.N.1 | Readers use environmental print, signs, or symbols to communicate with others. |
| S.1.GLE.1.N.1 | Good communicators seek out opportunities to learn and use new words that build and enhance their oral language skills. |
| 2.1.b | Recognize print in the environment |
| S.2.GLE.2.IQ.5 | What items in a box are alike in some way? (For example, bear, bull—they are both animals. Both bear and bull start with /b/). |

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

S.2.GLE.2.RA.3

Children learn how to sort many items in their lives.

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|------------|--|
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 1.1.a | Identify and sort common objects, events, pictures, words, colors, shapes, and textures into various classifications |
| 2.2.c | Begin to name familiar objects, colors, letters, and numbers rapidly and in random order |
| 1.1.f | Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| RW.K.1.1.e | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| 1.1.h | Express words and word meanings as encountered in books and conversation |
| 1.1.i | Use new vocabulary that is directly taught through reading, speaking, and listening |
| 1.2.e | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
| RW.K.1.2.d | Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. |

Success With Workbooks State Standards

054520092X**Scholastic Success With Beginning Vocabulary**

Alignment ID

Alignment Text

RW.K.1.2.f

Identify real-life connections between words and their use (for example: note places at school that are colorful).

RW.K.1.2.h

Use new vocabulary that is directly taught through reading, speaking, and listening.

2.3.d.iv

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

RW.K.2.3.c.iv

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

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545201144 | Scholastic Success With Consonants |
| S.1.GLE.3.IQ.2 | Why is it important to hear sounds in words? |
| S.1.GLE.3.IQ.1 | Why are phonemes (speech sounds) important? |
| S.1.GLE.3.N.3 | The ability to notice and manipulate phonemes orally is essential for successful reading development. |
| 1.3.a | Identify and create rhyming words |
| 2.3.b.i | Recognize and produce rhyming words. |
| RW.K.2.3.b.i | Recognize and produce rhyming words. |
| S.2.GLE.2.IQ.3 | Why is it important that people know the letters in their name? |
| S.2.GLE.3.IQ.2 | What letters are needed to spell the word _____? |
| S.2.GLE.3.IQ.5 | Where do you find other letters in our room that are like letters in your name? |
| 2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |
| RW.K.2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |
| S.2.GLE.1.IQ.3 | How many words are on this page? |
| S.2.GLE.2.IQ.1 | What do letters mean? |

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

| Alignment ID | Alignment Text |
|----------------|---|
| S.2.GLE.2.IQ.2 | How do letters and words communicate meaning? |
| S.2.GLE.2.IQ.4 | How do letters connect with phonemes (speech sounds)? |
| S.2.GLE.2.RA.2 | Letters will help children learn to be good readers and writers. |
| S.2.GLE.2.RA.4 | Using letters to write a name or say the names of letters will help children be better readers. |
| S.2.GLE.2.N.1 | Readers know that phonemes (speech sounds) are connected to print using graphemes (letters). |
| S.2.GLE.2.N.2 | Readers understand that letters and words convey meaning in the world. |
| S.3.GLE.1.N.2 | Letters are symbols used to represent speech sounds. |
| S.3.GLE.1.N.3 | Sounds in spoken words map to letters in printed words. |
| S.3.GLE.2.RA.2 | English words consist of letters; Hieroglyphic's consists of symbols. |
| S.1.GLE.1.IQ.1 | Why are the sounds and letters in words important? |
| S.1.GLE.1.RA.1 | Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.) |
| S.1.GLE.1.RA.2 | Electronic sources provide a tool for displaying word and letters. |
| S.2.GLE.3.IQ.1 | How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)? |

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

| Alignment ID | Alignment Text |
|----------------|---|
| S.2.GLE.3.RA.3 | Using digital and video recording devices offer practice letter-sounds in order to hear and analyze their own voice. |
| S.2.GLE.3.N.1 | Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters). |
| S.2.GLE.3.N.2 | Readers know all of the letter sounds and letter names. |
| 1.3.d | Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound) |
| 2.2.b | Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name |
| 2.2.c | Begin to name familiar objects, colors, letters, and numbers rapidly and in random order |
| RW.P.2.2.a | Identify and discriminate between words in language. |
| RW.P.2.2.c | Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. |
| RW.P.2.3.d | Recognize words as a unit of print and understand that letters are grouped to form words. |
| RW.P.2.4.a | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RW.P.2.4.b | Recognize that letters of the alphabet have distinct sound(s) associated with them. |
| RW.P.2.4.c | Attend to the beginning letters and sounds in familiar words. |

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

| Alignment ID | Alignment Text |
|---------------|---|
| RW.P.2.4.d | Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name. |
| 1.3.c | Identify words orally according to shared beginning or ending sounds |
| 1.3.g | Identify the initial, medial, and final phoneme (speech sound) of spoken words |
| 2.3.a.ii | Recognize that spoken words are represented in written language by specific sequences of letters. |
| 2.3.b.iv | 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/.) |
| 2.3.b.vi | Identify phonemes for letters. |
| 2.3.d.i | Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. |
| 2.3.d.ii | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| 2.3.d.iv | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| RW.K.2.3.a.ii | Recognize that spoken words are represented in written language by specific sequences of letters. |
| RW.K.2.3.b.iv | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. |
| 3.2.b.iii | 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

RW.K.2.3.b.vii

Identify phonemes for letters.

RW.K.2.3.c.i

Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

RW.K.2.3.c.ii

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RW.K.2.3.c.iv

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

RW.K.2.3.f.ii

Identify the initial, medial, and final phoneme (speech sound) of spoken words.

RW.K.3.4.b.iii

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545201136 | Scholastic Success With Vowels |
| S.2.GLE.2.IQ.1 | What do letters mean? |
| S.2.GLE.2.IQ.3 | Why is it important that people know the letters in their name? |
| S.2.GLE.2.RA.2 | Letters will help children learn to be good readers and writers. |
| S.2.GLE.2.RA.4 | Using letters to write a name or say the names of letters will help children be better readers. |
| S.3.GLE.1.N.2 | Letters are symbols used to represent speech sounds. |
| S.3.GLE.2.RA.2 | English words consist of letters; Hieroglyphic's consists of symbols. |
| S.2.GLE.3.IQ.2 | What letters are needed to spell the word _____? |
| S.2.GLE.3.IQ.5 | Where do you find other letters in our room that are like letters in your name? |
| 2.2.b | Recognize the names of a minimum of 10 letters of the alphabet, specifically letters in own name |
| 2.2.c | Begin to name familiar objects, colors, letters, and numbers rapidly and in random order |
| 2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |
| RW.K.2.3.a.iv | Recognize and name all upper- and lowercase letters of the alphabet. |

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

| Alignment ID | Alignment Text |
|----------------|---|
| 2.3.b.iv | 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/.) |
| RW.K.2.3.b.iv | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. |
| RW.K.2.3.b.vi | Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. |
| S.1.GLE.3.IQ.2 | Why is it important to hear sounds in words? |
| S.2.GLE.1.IQ.3 | How many words are on this page? |
| S.2.GLE.2.IQ.2 | How do letters and words communicate meaning? |
| S.2.GLE.2.IQ.4 | How do letters connect with phonemes (speech sounds)? |
| S.2.GLE.2.N.1 | Readers know that phonemes (speech sounds) are connected to print using graphemes (letters). |
| S.2.GLE.2.N.2 | Readers understand that letters and words convey meaning in the world. |
| S.3.GLE.1.N.3 | Sounds in spoken words map to letters in printed words. |
| S.1.GLE.1.IQ.1 | Why are the sounds and letters in words important? |
| S.1.GLE.3.IQ.1 | Why are phonemes (speech sounds) important? |

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

| Alignment ID | Alignment Text |
|----------------|---|
| S.1.GLE.3.N.1 | The ability to segment and blend phonemes facilitates spelling and decoding. |
| S.1.GLE.3.N.3 | The ability to notice and manipulate phonemes orally is essential for successful reading development. |
| S.2.GLE.3.IQ.1 | How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)? |
| S.2.GLE.3.RA.3 | Using digital and video recording devices offer practice letter-sounds in order to hear and analyze their own voice. |
| S.2.GLE.3.N.1 | Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters). |
| S.2.GLE.3.N.2 | Readers know all of the letter sounds and letter names. |
| S.3.GLE.2.RA.1 | Phonetically spelled words usually are seen in favorite children's books. |
| RW.P.2.2.a | Identify and discriminate between words in language. |
| RW.P.2.3.d | Recognize words as a unit of print and understand that letters are grouped to form words. |
| RW.P.2.4.a | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RW.P.2.4.b | Recognize that letters of the alphabet have distinct sound(s) associated with them. |
| RW.P.2.4.d | Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name. |

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

| Alignment ID | Alignment Text |
|----------------|---|
| 2.3.b.vi | Identify phonemes for letters. |
| 2.3.d.i | Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. |
| 2.3.d.ii | Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| 2.3.d.iv | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| 3.2.b.iii | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| RW.K.2.3.b.vii | Identify phonemes for letters. |
| RW.K.2.3.c.i | Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. |
| RW.K.2.3.c.ii | Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. |
| RW.K.2.3.c.iv | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| RW.K.3.4.b.iii | Write a letter or letters for most consonant and short-vowel sounds (phonemes). |

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200717 | Scholastic Success With Math: Grade 1 |
| S.1.GLE.1.IQ.5 | How big is 100? |
| S.1.GLE.1.N.2 | Numbers are used to count and order both real and imaginary objects. |
| 1.1.a.i | Count starting at any number less than 120. |
| 1.1.a.ii | Within 120, read and write numerals and represent a number of objects with a written numeral. |
| 4.1.c | Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. |
| S.1.GLE.1.IQ.2 | Why not always count by one? |
| S.1.GLE.2.IQ.1 | What is addition and how is it used? |
| S.1.GLE.2.IQ.2 | What is subtraction and how is it used? |
| S.1.GLE.2.RA.1 | Addition and subtraction are used to model real-world situations such as computing saving or spending, finding the number of days until a special day, or determining an amount needed to earn a reward. |
| 1.1.c.i | Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction. |
| 1.2.a.i | Use addition and subtraction within 20 to solve word problems. |

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

| Alignment ID | Alignment Text |
|----------------|--|
| 1.2.c.iii | Demonstrate fluency for addition and subtraction within 10. |
| 1.1.c.ii | Identify coins and find the value of a collection of two coins. |
| S.4.GLE.2.IQ.1 | How can you tell when one thing is bigger than another? |
| 4.2.a.i | Order three objects by length; compare the lengths of two objects indirectly by using a third object. |
| S.3.GLE.1.RA.1 | People use graphs and charts to communicate information and learn about a class or community such as the kinds of cars people drive, or favorite ice cream flavors of a class. |
| S.3.GLE.1.IQ.2 | What questions can be answered by a data representation? |
| S.3.GLE.1.N.1 | Mathematicians organize and explain random information. |
| 4.1.d.i | Describe shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. |
| 4.1.d.ii | Describe the whole as two of, or four of the equal shares. |
| 4.2.b.i | Tell and write time in hours and half-hours using analog and digital clocks. |
| S.4.GLE.2.IQ.2 | Why do we measure objects and time? |
| S.4.GLE.2.IQ.3 | How are length and time different? How are they the same? |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

S.4.GLE.2.RA.1

Time measurement is a means to organize and structure each day and our lives, and to describe tempo in music.

1

Tell and manage time to be both personally responsible and responsible to the needs of others.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200709 | Scholastic Success With Math: Grade 2 |
| 1.1.a.ii | Count within 1000. |
| 1.2.d.i | Determine whether a group of objects (up to 20) has an odd or even number of members. |
| S.1.GLE.1.IQ.2 | How does the position of a digit in a number affect its value? |
| S.1.GLE.1.RA.2 | Place value allows people to represent large quantities. For example, 725 can be thought of as $700 + 20 + 5$. |
| S.1.GLE.1.N.1 | Mathematicians use place value to represent many numbers with only ten digits. |
| 1.1.a.v | Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| 1.1.b.i | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 1.1.b.iii | 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. |
| 1.1.b.v | Explain why addition and subtraction strategies work, using place value and the properties of operations. |
| S.4.GLE.1.IQ.1 | How can we describe geometric figures? |

0545200709

Scholastic Success With Math: Grade 2

| Alignment ID | Alignment Text |
|----------------|---|
| S.4.GLE.1.RA.2 | Shapes are used to communicate how people view their environment. |
| S.4.GLE.1.N.1 | Geometers use shapes to describe and understand the world. |
| 4.1.a | Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. |
| 4.1.b | Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. |
| 1.2.c | Know from memory all sums of two one-digit numbers. |
| 1.1.b.ii | Add up to four two-digit numbers using strategies based on place value and properties of operations. |
| 4.1.e | Recognize that equal shares of identical wholes need not have the same shape. |
| 1.2.b | Fluently add and subtract within 20 using mental strategies. |
| 1.2.d.ii | Write an equation to express an even number as a sum of two equal addends. |
| 1.2.d.iii | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns and write an equation to express the total as a sum of equal addends. |
| S.3.GLE.1.N.3 | Mathematicians model with mathematics. |
| S.4.GLE.1.N.3 | Mathematicians model with mathematics. |

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

1.2.a.i

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

4.2.c.i

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

S.1.GLE.2.RA.3

The understanding of the value of a collection of coins helps to determine how many coins are used for a purchase or checking that the amount of change is correct.

S.4.GLE.2.IQ.2

How do we decide which tool to use to measure something?

4.2.a.i

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

4.2.a.ii

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.

4.2.a.iii

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

4.2.a.iv

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

3.1.a.ii

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

3.1.a.iii

Solve simple put together, take-apart, and compare problems using information presented in picture and bar graphs.

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

Alignment ID

Alignment Text

S.4.GLE.1.IQ.2

Is a half always the same size and shape?

4.1.d

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200695 | Scholastic Success With Math: Grade 3 |
| 1.1.a.i | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| 1.3.d.iii | Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| 3.1.a.i | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. |
| 3.1.a.ii | Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. |
| 1.3.c.ii | Recall from memory all products of two one-digit numbers. |
| S.1.GLE.3.IQ.4 | Why was division invented? Why not just subtract? |
| 1.3.a.i | Interpret products of whole numbers. |
| 1.3.a.ii | Interpret whole-number quotients of whole numbers. |
| 1.3.a.iii | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |
| 1.3.c.i | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. |
| 1.3.d.i | Solve two-step word problems using the four operations. |

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| S.1.GLE.1.N.3 | Mathematicians look for and express regularity in repeated reasoning. |
| S.1.GLE.2.N.3 | Mathematicians reason abstractly and quantitatively. |
| S.4.GLE.1.N.1 | Mathematicians use clear definitions in discussions with others and in their own reasoning. |
| S.1.GLE.2.IQ.2 | How can a fraction be represented in different, equivalent forms? |
| S.1.GLE.2.IQ.3 | How do we show part of unit? |
| S.1.GLE.2.RA.1 | Fractions are used to share fairly with friends and family such as sharing an apple with a sibling, and splitting the cost of lunch. |
| S.1.GLE.2.RA.2 | Equivalent fractions demonstrate equal quantities even when they are presented differently such as knowing that $\frac{1}{2}$ of a box of crayons is the same as $\frac{2}{4}$, or that $\frac{2}{6}$ of the class is the same as $\frac{1}{3}$. |
| 1.2.a.i | Describe a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; describe a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. |
| 1.2.a.iii.1 | Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line. |
| 1.2.a.iii.2 | Identify and generate simple equivalent fractions. Explain why the fractions are equivalent. |
| 1.2.a.iii.3 | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. |

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

4.1.a.ii

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

4.3.a.i

Tell and write time to the nearest minute.

4.3.a.ii

Measure time intervals in minutes.

3.1.a.iii

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.

S.4.GLE.2.IQ.1

What kinds of questions can be answered by measuring?

S.4.GLE.2.IQ.3

How does what we measure influence how we measure?

S.4.GLE.3.IQ.2

Why do we measure time?

4.1.a.i.1

Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200687 | Scholastic Success With Math: Grade 4 |
| 1.1.a.ii | Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. |
| S.1.GLE.1.RA.2 | Knowledge and use of place value for large numbers provides context for population, distance between cities or landmarks, and attendance at events. |
| 1.1.a.i | Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. |
| 1.1.a.iii | Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| 1.1.a.iv | Use place value understanding to round multi-digit whole numbers to any place. |
| 1.3.b.vi | Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| S.2.GLE.1.N.1 | Mathematics involves pattern seeking. |
| 1.3.b.iii | Multiply or divide to solve word problems involving multiplicative comparison. |
| 1.3.a.i | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| S.1.GLE.3.IQ.1 | Is it possible to make multiplication and division of large numbers easy? |

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

S.1.GLE.3.RA.1

Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra.

1.3.a.ii

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.

1.3.a.iv

Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models.

1.3.b.i

Interpret a multiplication equation as a comparison.

S.1.GLE.3.IQ.2

What do remainders mean and how are they used?

1.3.a.iii

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.

S.1.GLE.2.IQ.2

How are fractions used as models?

S.1.GLE.2.IQ.3

Why are fractions so useful?

S.1.GLE.2.IQ.4

What would the world be like without fractions?

S.1.GLE.2.RA.1

Fractions and decimals are used any time there is a need to apportion such as sharing food, cooking, making savings plans, creating art projects, timing in music, or portioning supplies.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| S.1.GLE.2.RA.3 | Fractions are used to measure quantities between whole units such as number of meters between houses, the height of a student, or the diameter of the moon. |
| 1.2.a.i | Explain equivalence of fractions using drawings and models. |
| 1.2.b.i.1 | Compose and decompose fractions as sums and differences of fractions with the same denominator in more than one way and justify with visual models. |
| 1.2.b.ii.2 | Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of whole number by a fraction. |
| 1.2.b.ii.3 | Solve word problems involving multiplication of a fraction by a whole number. |
| 1.1.b.i | 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. |
| 1.2.b.i.3 | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. |
| S.1.GLE.1.IQ.1 | Why isn't there a "oneths" place in decimal fractions? |
| S.1.GLE.1.IQ.2 | How can a number with greater decimal digits be less than one with fewer decimal digits? |
| S.1.GLE.1.IQ.3 | Is there a decimal closest to one? Why? |
| S.1.GLE.1.RA.1 | Decimal place value is the basis of the monetary system and provides information about how much items cost, how much change should be returned, or the amount of savings that has accumulated. |

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

4.1.a.i

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

4.1.a.ii

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.

4.1.a.iii

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.

S.4.GLE.1.RA.1

Accurate use of measurement tools allows people to create and design projects around the home or in the community such as flower beds for a garden, fencing for the yard, wallpaper for a room, or a frame for a picture.

4.1.b.i

Describe angles as geometric shapes that are formed wherever two rays share a common endpoint, and explain concepts of angle measurement.

4.1.b.ii

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

S.4.GLE.2.IQ.2

Is a square still a square if it's tilted on its side?

S.4.GLE.2.IQ.3

How are three-dimensional shapes different from two-dimensional shapes?

S.4.GLE.2.IQ.5

Why is it helpful to classify things like angles or shapes?

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200679 | Scholastic Success With Math: Grade 5 |
| S.1.GLE.1.IQ.1 | What is the benefit of place value system? |
| S.1.GLE.1.IQ.2 | What would it mean if we did not have a place value system? |
| S.1.GLE.1.IQ.3 | What is the purpose of a place value system? |
| S.1.GLE.1.IQ.4 | What is the purpose of zero in a place value system? |
| S.1.GLE.1.RA.1 | Place value is applied to represent a myriad of numbers using only ten symbols. |
| 1.2.b.i | Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. |
| S.1.GLE.4.IQ.2 | Do subtracting and dividing always result in a decrease? Why? |
| 1.4.c | Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. In general, $(a/b) \times (c/d) = ac/bd$. |
| 1.4.e.i | 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. |
| 1.4.e.ii | Apply the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. |
| 1.4.f | Solve real world problems involving multiplication of fractions and mixed numbers. |

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| 1.3.a.ii | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions with like denominators. |
| 1.1.b.i | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. |
| 1.1.c | Use place value understanding to round decimals to any place. |
| 1.1.b.ii | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| S.1.GLE.1.N.2 | Mathematicians look closely and make use of structure by discerning patterns. |
| S.2.GLE.1.IQ.1 | How do you know when there is a pattern? |
| S.2.GLE.1.N.1 | Mathematicians use creativity, invention, and ingenuity to understand and create patterns. |
| S.2.GLE.1.N.2 | The search for patterns can produce rewarding shortcuts and mathematical insights. |
| 2.1.a | Generate two numerical patterns using given rules. |
| 2.1.b | Identify apparent relationships between corresponding terms. |
| 2.1.c | Form ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane. |

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| 2.1.f | Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more means saving less. |
| S.1.GLE.4.RA.2 | Situations from daily life can be modeled using operations with fractions, decimals, and percents such as determining the quantity of paint to buy or the number of pizzas to order for a large group. |
| S.1.GLE.1.N.4 | Mathematicians reason abstractly and quantitatively. |
| S.1.GLE.3.N.3 | Mathematicians reason abstractly and quantitatively. |
| S.1.GLE.4.N.4 | Mathematicians look for and express regularity in repeated reasoning. |
| S.2.GLE.1.N.5 | Mathematicians look for and express regularity in repeated reasoning. |
| 1.1.a.ii | Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. |
| S.1.GLE.2.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| S.1.GLE.4.IQ.1 | Do adding and multiplying always result in an increase? Why? |
| 1.1.a.i | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. |
| 1.2.a | Fluently multiply multi-digit whole numbers using standard algorithms. |

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| 1.2.c.i | Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 1.2.c.ii | Relate strategies to a written method and explain the reasoning used. |
| S.4.GLE.1.IQ.1 | Why do you think a unit cube is used to measure volume? |
| S.4.GLE.1.RA.1 | The ability to find volume helps to answer important questions such as which container holds more. |
| 1.1.d.i | Convert among different-sized standard measurement units within a given measurement system. |
| 1.1.d.ii | Use measurement conversions in solving multi-step, real world problems. |
| 1.4.d.i | Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| S.4.GLE.2.IQ.1 | How does using a coordinate grid help us solve real world problems? |
| S.4.GLE.2.RA.1 | The coordinate grid is a basic example of a system for mapping relative locations of objects. It provides a basis for understanding latitude and longitude, GPS coordinates, and all kinds of geographic maps. |
| 4.2.a | Graph points on the coordinate plane to solve real-world and mathematical problems. |
| 4.2.b | 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 |
|-------------------|--|
| 0545200660 | Scholastic Success With Math Tests: Grade 3 |
| S.1.GLE.1.IQ.1 | How do patterns in our place value system assist in comparing whole numbers? |
| S.1.GLE.2.IQ.3 | How do we show part of unit? |
| S.1.GLE.2.RA.1 | Fractions are used to share fairly with friends and family such as sharing an apple with a sibling, and splitting the cost of lunch. |
| 1.1.a.i | Use place value understanding to round whole numbers to the nearest 10 or 100. |
| 1.2.a.i | Describe a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; describe a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. |
| 1.2.a.iii.2 | Identify and generate simple equivalent fractions. Explain why the fractions are equivalent. |
| 1.2.a.iii.3 | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. |
| 1.2.a.iii.4 | Compare two fractions with the same numerator or the same denominator by reasoning about their size. |
| 1.2.a.iii.5 | Explain why comparisons are valid only when the two fractions refer to the same whole. |
| 1.2.a.iii.6 | Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions. |
| S.4.GLE.2.IQ.1 | What kinds of questions can be answered by measuring? |

0545200660

Scholastic Success With Math Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| S.4.GLE.2.IQ.3 | How does what we measure influence how we measure? |
| S.4.GLE.2.RA.1 | The use of measurement tools allows people to gather, organize, and share data with others such as sharing results from science experiments, or showing the growth rates of different types of seeds. |
| S.4.GLE.3.IQ.2 | Why do we measure time? |
| 3.1.a.i | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. |
| 3.1.a.ii | Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. |
| 4.1.a.i.1 | Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |
| 4.1.a.ii | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| 4.2.a.i | Recognize area as an attribute of plane figures and understand concepts of area measurement. |
| 4.2.a.ii | Find area of rectangles with whole number side lengths using a variety of methods. |
| 4.2.a.iii | Relate area to the operations of multiplication and addition and recognize area as additive. |
| 4.2.c.iii | Find rectangles with the same perimeter and different areas or with the same area and different perimeters. |

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| 4.3.a.i | Tell and write time to the nearest minute. |
| 4.3.a.ii | Measure time intervals in minutes. |
| 4.3.a.iv | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). |
| S.1.GLE.1.N.3 | Mathematicians look for and express regularity in repeated reasoning. |
| S.1.GLE.2.N.3 | Mathematicians reason abstractly and quantitatively. |
| S.4.GLE.1.N.1 | Mathematicians use clear definitions in discussions with others and in their own reasoning. |
| S.1.GLE.3.RA.1 | Many situations in daily life can be modeled with multiplication and division such as how many tables to set up for a party, how much food to purchase for the family, or how many teams can be created. |
| 1.3.c.i | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. |
| 1.3.d.i | Solve two-step word problems using the four operations. |

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200652 | Scholastic Success With Math Tests: Grade 4 |
| S.2.GLE.1.RA.3 | Comprehension of the relationships between primes, composites, multiples, and factors develop number sense. The relationships are used to simplify computations with large numbers, algebraic expressions, and division problems, and to find common denominators. |
| S.2.GLE.1.N.1 | Mathematics involves pattern seeking. |
| 1.1.a.ii | Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. |
| 1.1.a.iv | Use place value understanding to round multi-digit whole numbers to any place. |
| 1.2.a.iii | Compare two fractions with different numerators and different denominators, and justify the conclusions. |
| 1.3.b.vi | Assess the reasonableness of answers using mental computation and estimation strategies including rounding. |
| 2.1.b.i | Find all factor pairs for a whole number in the range 1–100. |
| 2.1.b.ii | Recognize that a whole number is a multiple of each of its factors. |
| S.4.GLE.1.RA.1 | Accurate use of measurement tools allows people to create and design projects around the home or in the community such as flower beds for a garden, fencing for the yard, wallpaper for a room, or a frame for a picture. |
| S.4.GLE.2.IQ.2 | Is a square still a square if it's tilted on its side? |

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|---|
| S.4.GLE.2.IQ.3 | How are three-dimensional shapes different from two-dimensional shapes? |
| S.4.GLE.2.IQ.5 | Why is it helpful to classify things like angles or shapes? |
| S.4.GLE.2.RA.2 | The application of spatial relationships of parallel and perpendicular lines aid in creation and building. For example, hanging a picture to be level, building windows that are square, or sewing a straight seam. |
| 4.1.a.i | Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. |
| 4.1.a.ii | 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. |
| S.1.GLE.1.N.2 | Mathematicians reason abstractly and quantitatively. |
| S.1.GLE.3.N.1 | Mathematicians envision and test strategies for solving problems. |
| S.1.GLE.3.N.3 | Mathematicians make sense of problems and persevere in solving them. |
| S.1.GLE.3.N.5 | Mathematicians look for and express regularity in repeated reasoning. |
| S.4.GLE.1.N.2 | Mathematicians make sense of problems and persevere in solving them. |
| S.4.GLE.2.N.3 | Mathematicians look for and express regularity in repeated reasoning. |
| S.1.GLE.3.IQ.1 | Is it possible to make multiplication and division of large numbers easy? |

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| S.1.GLE.3.IQ.2 | What do remainders mean and how are they used? |
| S.1.GLE.3.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| 1.1.b.i | 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. |
| 1.2.b.i.3 | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. |
| 1.3.a.i | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| 1.3.a.ii | 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. |
| 1.3.a.iii | 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. |
| 1.3.a.iv | Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models. |
| 1.3.b.i | Interpret a multiplication equation as a comparison. |
| 1.3.b.ii | Represent verbal statements of multiplicative comparisons as multiplication equations. |

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

1.3.b.iii

Multiply or divide to solve word problems involving multiplicative comparison.

1.3.b.iv

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.

3.1.b

Solve problems involving addition and subtraction of fractions by using information presented in line plots.

4.1.a.iii

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.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200644 | Scholastic Success With Math Tests: Grade 5 |
| S.1.GLE.1.N.2 | Mathematicians look closely and make use of structure by discerning patterns. |
| S.1.GLE.4.N.1 | Mathematicians explore number properties and relationships because they enjoy discovering beautiful new and unexpected aspects of number systems. They use their knowledge of number systems to create appropriate models for all kinds of real-world systems. |
| S.2.GLE.1.IQ.1 | How do you know when there is a pattern? |
| S.2.GLE.1.N.1 | Mathematicians use creativity, invention, and ingenuity to understand and create patterns. |
| S.2.GLE.1.N.2 | The search for patterns can produce rewarding shortcuts and mathematical insights. |
| 1.1.b.i | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. |
| 1.1.b.ii | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. |
| 1.1.c | Use place value understanding to round decimals to any place. |
| 2.1.a | Generate two numerical patterns using given rules. |
| 2.1.b | Identify apparent relationships between corresponding terms. |
| 2.1.c | Form ordered pairs consisting of corresponding terms from the two patterns, and graphs the ordered pairs on a coordinate plane. |

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| 2.1.f | Explain, extend, and use patterns and relationships in solving problems, including those involving saving and checking accounts such as understanding that spending more means saving less. |
| 4.1.a.iii | Represent threefold whole-number products as volumes to represent the associative property of multiplication. |
| S.4.GLE.1.IQ.1 | Why do you think a unit cube is used to measure volume? |
| S.4.GLE.1.RA.1 | The ability to find volume helps to answer important questions such as which container holds more. |
| S.4.GLE.2.IQ.2 | What are the ways to compare and classify geometric figures? |
| S.4.GLE.2.IQ.3 | Why do we classify shapes? |
| S.4.GLE.2.RA.2 | Symmetry is used to analyze features of complex systems and to create worlds of art. For example symmetry is found in living organisms, the art of MC Escher, and the design of tile patterns, and wallpaper. |
| 1.1.d.i | Convert among different-sized standard measurement units within a given measurement system. |
| 1.1.d.ii | Use measurement conversions in solving multi-step, real world problems. |
| 1.4.d.i | Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| 4.1.b.i | 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 |
|----------------|---|
| 4.2.c.i | Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. |
| 4.2.c.ii | Classify two-dimensional figures in a hierarchy based on properties. |
| S.1.GLE.1.N.3 | Mathematicians make sense of problems and persevere in solving them. |
| S.1.GLE.1.N.4 | Mathematicians reason abstractly and quantitatively. |
| S.1.GLE.2.IQ.2 | What makes one strategy or algorithm better than another? |
| S.1.GLE.2.N.1 | Mathematicians envision and test strategies for solving problems. |
| S.1.GLE.3.N.1 | Mathematicians envision and test strategies for solving problems. |
| S.1.GLE.3.N.2 | Mathematicians make sense of problems and persevere in solving them. |
| S.1.GLE.3.N.3 | Mathematicians reason abstractly and quantitatively. |
| S.1.GLE.4.N.2 | Mathematicians make sense of problems and persevere in solving them. |
| S.1.GLE.4.N.4 | Mathematicians look for and express regularity in repeated reasoning. |
| S.2.GLE.1.N.5 | Mathematicians look for and express regularity in repeated reasoning. |
| S.3.GLE.1.N.1 | Mathematics helps people collect and use information to make good decisions. |

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| S.4.GLE.1.N.2 | Mathematicians make sense of problems and persevere in solving them. |
| S.1.GLE.2.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| S.1.GLE.2.RA.2 | There are many models of multiplication and division such as the area model for tiling a floor and the repeated addition to group people for games. |
| S.1.GLE.3.IQ.1 | How do operations with fractions compare to operations with whole numbers? |
| S.1.GLE.3.RA.1 | Computational fluency with fractions is necessary for activities in daily life such as cooking and measuring for household projects and crafts. |
| S.1.GLE.4.IQ.1 | Do adding and multiplying always result in an increase? Why? |
| S.1.GLE.4.IQ.2 | Do subtracting and dividing always result in a decrease? Why? |
| S.1.GLE.4.IQ.3 | How do operations with fractional numbers compare to operations with whole numbers? |
| S.1.GLE.4.RA.2 | Situations from daily life can be modeled using operations with fractions, decimals, and percents such as determining the quantity of paint to buy or the number of pizzas to order for a large group. |
| S.4.GLE.2.IQ.1 | How does using a coordinate grid help us solve real world problems? |
| S.4.GLE.2.RA.1 | The coordinate grid is a basic example of a system for mapping relative locations of objects. It provides a basis for understanding latitude and longitude, GPS coordinates, and all kinds of geographic maps. |

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID | Alignment Text |
|--------------|--|
| 1.1.a.i | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. |
| 1.1.a.ii | Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. |
| 1.2.a | Fluently multiply multi-digit whole numbers using standard algorithms. |
| 1.2.b.ii | Illustrate and explain calculations by using equations, rectangular arrays, and/or area models. |
| 1.2.c.i | Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 1.2.c.ii | Relate strategies to a written method and explain the reasoning used. |
| 1.3.a.ii | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions with like denominators. |
| 1.3.a.iii | Solve word problems involving addition and subtraction of fractions referring to the same whole. |
| 1.4.c | Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. In general, $(a/b) \times (c/d) = ac/bd$. |
| 1.4.e.i | 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. |
| 1.4.e.ii | Apply the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

| | |
|-------|---|
| 1.4.f | Solve real world problems involving multiplication of fractions and mixed numbers. |
| 4.2.a | Graph points on the coordinate plane to solve real-world and mathematical problems. |
| 4.2.b | Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. |

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

054520111X

Scholastic Success With Math Tests: Grade 6

S.1.GLE.3.N.1

Mathematicians use their understanding of relationships among numbers and the rules of number systems to create models of a wide variety of situations.

S.2.GLE.1.RA.2

Using algebraic expressions we can efficiently expand and describe patterns in spreadsheets or other technologies.

1.2.e

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.

1.3.b.v

Find and position integers and other rational numbers on a horizontal or vertical number line diagram.

S.3.GLE.1.RA.1

Comprehension of how to analyze and interpret data allows better understanding of large and complex systems such as analyzing employment data to better understand our economy, or analyzing achievement data to better understand our education system.

S.4.GLE.1.IQ.1

Can two shapes have the same volume but different surface areas? Why?

S.4.GLE.1.IQ.2

Can two figures have the same surface area but different volumes? Why?

S.4.GLE.1.IQ.3

What does area tell you about a figure?

S.4.GLE.1.IQ.4

What properties affect the area of figures?

S.4.GLE.1.RA.1

Knowledge of how to find the areas of different shapes helps do projects in the home and community. For example how to use the correct amount of fertilizer in a garden, buy the correct amount of paint, or buy the right amount of material for a construction project.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

S.4.GLE.1.RA.2

The application of area measurement of different shapes aids with everyday tasks such as buying carpeting, determining watershed by a center pivot irrigation system, finding the number of gallons of paint needed to paint a room, decomposing a floor plan, or designing landscapes.

1.1.c.viii

Use ratio reasoning to convert measurement units.

4.1.a.i

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes.

4.1.a.ii

Apply these techniques in the context of solving real-world and mathematical problems.

S.1.GLE.1.RA.3

Rates and ratios are used in mechanical devices such as bicycle gears, car transmissions, and clocks.

S.1.GLE.1.N.2

Mathematicians make sense of problems and persevere in solving them.

S.1.GLE.1.N.3

Mathematicians reason abstractly and quantitatively.

S.1.GLE.2.N.1

Mathematicians envision and test strategies for solving problems.

S.2.GLE.1.N.3

Mathematicians reason abstractly and quantitatively.

S.2.GLE.1.N.5

Mathematicians look for and express regularity in repeated reasoning.

S.4.GLE.1.N.3

Mathematicians make sense of problems and persevere in solving them.

S.4.GLE.1.N.4

Mathematicians reason abstractly and quantitatively.

054520111X

Scholastic Success With Math Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|--|
| S.1.GLE.2.IQ.2 | How do operations with fractions and decimals compare to operations with whole numbers? |
| 1.1.c.i | Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. |
| 1.1.c.iv | Find a percent of a quantity as a rate per 100. |
| 1.1.c.v | Solve problems involving finding the whole, given a part and the percent. |
| 1.1.c.vi | Use common fractions and percents to calculate parts of whole numbers in problem situations including comparisons of savings rates at different financial institutions. |
| 1.2.a | Fluently divide multi-digit numbers using the standard algorithm. |
| 1.2.b | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. |
| 1.3.b.iv | Explain when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. |
| 1.3.b.vi | Find and position pairs of integers and other rational numbers on a coordinate plane. |
| 1.3.d | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane including the 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

3.1.d.ii.3

Give 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.

4.1.c.i

Draw polygons in the coordinate plane given coordinates for the vertices.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545201039 | Scholastic Success With Reading Tests: Grade 3 |
| S.2.GLE.1.RA.2 | Poets give readers literature with specific structure for styled meaning. |
| S.2.GLE.2.IQ.2 | Looking at our list of comprehension strategies, which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms.)? |
| S.2.GLE.2.IQ.3 | How does cause and effect work in people’s lives? |
| S.2.GLE.2.IQ.4 | When does punctuation change the entire meaning of a sentence? |
| S.2.GLE.2.RA.1 | The skills used in reading comprehension transfers to readers’ ability to understand and interpret events. |
| S.2.GLE.2.RA.2 | Throughout life, people will be asked to retell or recount events that have occurred. |
| S.2.GLE.2.RA.3 | Signal words are used to assist readers in describing key events. |
| S.2.GLE.2.RA.4 | Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event. |
| S.2.GLE.2.RA.5 | Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.). |
| S.2.GLE.2.RA.6 | Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions, make predictions, and draw conclusions. |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.2.N.1 | Readers read for enjoyment and information. |
| S.2.GLE.2.N.2 | Reading helps people understand themselves and make connections to the world. |
| S.2.GLE.2.N.3 | Readers use comprehension strategies automatically without thinking about using them. |
| S.4.GLE.2.RA.4 | Readers must learn to draw conclusions and make inferences because they help to improve comprehension. |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |
| RW.4 | Read a wide range of informational texts to build knowledge and to better understand the human experience. |
| 2.1.a.i | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2.1.a.iii | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 2.1.a.iv | Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays |
| 2.1.b.i | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| 2.1.b.iii | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 2.1.c.ii | Summarize central ideas and important details from literary text |
| 2.1.d.i | 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. |
| RW.3.2.1.a.i | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 2.2.a.i | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RW.3.2.1.a.iii | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| RW.3.2.1.a.iv | Summarize central ideas and important details from a text. |
| 2.2.a.ii | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| RW.3.2.1.a.v | Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. |
| 2.2.a.iii | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| 2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| 2.2.b.ii | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RW.3.2.1.b.i | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| 2.2.b.iii | Distinguish their own point of view from that of the author of a text. |
| 2.2.b.iv | Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships |
| RW.3.2.1.b.iii | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 2.2.c.i | 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). |
| 2.2.c.ii | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 2.2.c.iii | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| RW.3.2.1.d.i | 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

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|---------------|---|
| 2.2.d.i | 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. |
| 2.2.d.ii | Adjust reading rate according to type of text and purpose for reading. |
| 2.3.a.i | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| 2.3.b.ii | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| 2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 2.3.c.ii | 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). |
| 2.3.c.iii | Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. |
| 2.3.c.iv | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |
| RW.3.2.2.a.i | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RW.3.2.2.a.ii | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| RW.3.2.2.a.iii | Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RW.3.2.2.a.iv | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RW.3.2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RW.3.2.2.b.ii | Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RW.3.2.2.b.iii | Distinguish their own point of view from that of the author of a text. |
| RW.3.2.2.b.iv | Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships. |
| RW.3.2.2.c.i | Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). |
| RW.3.2.2.c.ii | Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). |
| RW.3.2.2.c.iii | 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 |
|----------------|---|
| RW.3.2.2.d.i | 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. |
| RW.3.2.3.a.i | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| RW.3.2.3.b.ii | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| RW.3.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.3.2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.3.2.3.c.ii | Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| RW.3.2.3.c.iii | Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. |
| RW.3.2.3.c.iv | Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). |
| RW.3.2.3.c.vi | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| S.2.GLE.3.IQ.1 | How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)? |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text |
|---------------|---|
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.3.d.i | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| 2.3.d.ii | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| 2.3.e | 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). |
| RW.3.2.3.d.i | Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). |
| RW.3.2.3.d.ii | Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). |
| RW.3.2.3.e | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). |

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 |
| 2.1.b.ii | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| RW.4.2.1.b.ii | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example: verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |
| 2.1.c.ii | 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. |
| RW.4.2.1.c.ii | Compare and contrast the treatment of similar themes and topics (for example: opposition of good and evil) and patterns of events (for example: the quest) in stories, myths, and traditional literature from different cultures. |
| S.2.GLE.1.IQ.1 | How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)? |
| S.2.GLE.1.N.1 | Readers think about the tone and message of the text. They use the expression to make reading clear. |
| S.2.GLE.1.N.2 | Readers continually monitor their thinking as they read. |
| S.2.GLE.2.IQ.1 | What does informational text tell readers about themselves, others, and the world? |
| S.2.GLE.2.IQ.2 | How do text features help readers gain information that they need? |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.2.IQ.3 | How do readers know if the text is informing them or trying to persuade them? |
| S.2.GLE.2.RA.1 | Announcers read stylized print with appropriate inflection. |
| S.2.GLE.2.RA.2 | Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters). |
| S.2.GLE.2.N.1 | Readers read for enjoyment and information. |
| S.2.GLE.2.N.2 | Readers make connections from what they are reading to previous selections within text or other sources. |
| S.2.GLE.2.N.3 | When readers analyze well-written paragraphs, they support their writing skills. |
| S.2.GLE.3.IQ.1 | How can analyzing word structures help readers understand word meanings? |
| S.2.GLE.3.RA.1 | Changing accent changes the meaning of words (CONtest, conTEST). |
| S.4.GLE.2.IQ.8 | What strategy do readers use to help them identify the key concepts or main ideas of a text? |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |
| RW.4 | Read a wide range of informational texts to build knowledge and to better understand the human experience. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|--------------|--|
| 2.1.a.i | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.1.a.ii | Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot. |
| 2.1.a.iii | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 2.1.a.iv | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| 2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 2.1.c.i | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 2.1.c.iii | Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. |
| 2.1.d.i | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 2.2.a.i | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.2.a.ii | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|---|
| 2.2.a.iii | 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. |
| 2.2.a.iv | Skim materials to develop a general overview of content |
| RW.4.2.1.a.i | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.2.a.v | Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage) |
| RW.4.2.1.a.ii | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| RW.4.2.1.a.iii | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example: a character's thoughts, words, or actions). |
| 2.2.b.i | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| 2.2.b.ii | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| 2.2.b.iii | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RW.4.2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|--------------|--|
| 2.2.b.iv | Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension |
| 2.2.b.v | Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information |
| 2.2.b.vi | Identify conclusions |
| RW.4.2.1.c.i | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |
| 2.2.c.i | 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. |
| 2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text. |
| 2.2.c.iii | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| RW.4.2.1.d.i | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 2.2.d.i | 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. |
| 2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|---|
| 2.3.c.ii | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| RW.4.2.2.a.i | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RW.4.2.2.a.ii | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| RW.4.2.2.a.iii | 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. |
| RW.4.2.2.b.i | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| RW.4.2.2.b.ii | Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| 2.3.d.ii | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| RW.4.2.2.b.iii | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| 2.3.d.iii | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| RW.4.2.2.c.i | Interpret information presented visually, orally, or quantitatively (for example: 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. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| RW.4.2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text. |
| RW.4.2.2.c.iii | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| RW.4.2.2.d.i | 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. |
| RW.4.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.4.2.3.c.ii | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: telegraph, photograph, autograph). |
| RW.4.2.3.d.ii | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| RW.4.2.3.d.iii | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| S.2.GLE.3.IQ.2 | How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)? |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.3.c.i | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| 2.3.c.iii | Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness) |
| 2.3.c.iv | Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught |
| 2.3.c.vi | Infer meaning of words using explanations offered within a text |
| 2.3.d.i | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| 2.3.e | 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). |
| RW.4.2.3.c.i | Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| RW.4.2.3.c.iii | Read and understand words with common prefixes (for example: un-, re-, dis-) and derivational suffixes (for example: -ful, -ly, -ness). |
| RW.4.2.3.c.iv | Read and understand words that change spelling to show past tense (for example: write/wrote, catch/caught, teach/taught). |
| RW.4.2.3.c.vi | Infer meaning of words using explanations offered within a text. |
| RW.4.2.3.d.i | Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

RW.4.2.3.e

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 (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation).

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545201098 | Scholastic Success With Reading Tests: Grade 5 |
| S.4.GLE.2.IQ.2 | How do people explain the implications and concepts used by themselves and others, including authors? |
| S.4.GLE.2.RA.1 | Concepts are used daily to make sense of the world. Lack of clarity with concepts perpetuates misunderstanding. |
| S.4.GLE.2.RA.3 | Messages communicated through reading and writing have implications that require exploration. |
| S.4.GLE.2.N.1 | Researchers know all reasoning is expressed through and shaped by concepts, and lead somewhere or have implications and consequences. |
| S.4.GLE.3.IQ.4 | Did the author determine the quality of his/her thinking and the thinking of others? |
| S.4.GLE.3.RA.3 | Acknowledging that further reading/research can increase my depth of understanding. |
| S.4.GLE.3.RA.4 | Acknowledging that analyzing and assessing individual's thinking for quality reasoning fosters desirable outcomes. |
| S.4.GLE.3.N.4 | All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences. |
| S.2.GLE.1.N.2 | Readers recognize big ideas in literary text that reflect the human experience. |
| 2.1.b.iii | Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| 2.1.c.vi | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| RW.5.2.1.b.iii | Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (for example: how characters interact). |
| RW.5.2.3.c.ii | Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. |
| S.3.GLE.1.IQ.1 | How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing? |
| S.3.GLE.3.RA.1 | People can use an electronic thesaurus to enrich vocabulary in text. (Write letters to "writing pals" at a school in another community. Design a thank-you note for the custodian or parent volunteers.) |
| S.3.GLE.3.RA.2 | Written language differs from spoken language in terms of vocabulary, structure, and context. |
| 3.2.b.iv | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| RW.5.3.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |
| 2.1.c.iii | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| 2.1.e.i | 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. |
| RW.5.2.1.c.ii | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| RW.5.2.1.e.i | 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. |
| S.2.GLE.1.IQ.2 | How do readers adjust reading strategies to better understand different texts? What does it mean to be flexible? |
| S.2.GLE.1.IQ.5 | If readers could remove inference skills from a person, what would be the consequences? |
| S.2.GLE.1.RA.1 | Comprehension skills help us question the author’s purpose and view the world with a critical eye (using persuasion to influence our decisions and choices). |
| S.2.GLE.2.IQ.1 | How and when do readers adjust reading strategies to better understand different types of text? |
| S.2.GLE.2.IQ.2 | What text features are most helpful and why? How do text features help readers access information quickly? |
| S.2.GLE.2.IQ.3 | Why do authors use specific text features to convey a message? |
| S.2.GLE.2.RA.1 | Text features communicate key concepts. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.2.RA.3 | The information age requires readers to process lots of information quickly and to determine importance. |
| S.2.GLE.2.N.1 | Readers automatically retrieve information while they skim and scan text. |
| S.2.GLE.2.N.2 | Readers use text features before, during, and after reading to increase connections and comprehension. |
| S.2.GLE.3.IQ.2 | Select one basic root word and find multiple affixes that extend the meaning of this root. |
| S.2.GLE.3.RA.1 | Using knowledge of morphology supports the ability to decode and comprehend the meanings of multisyllabic words. |
| S.2.GLE.3.N.2 | Readers make the connections that words have prefixes and suffixes that change the meaning. |
| S.4.GLE.3.N.2 | Understanding when people know and when they do not know is a skill that good readers use when they monitor their thinking and reasoning. |
| RW.4 | Read a wide range of informational texts to build knowledge and to better understand the human experience. |
| RW.5.1.1.c | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| RW.5.1.1.d | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|--------------|---|
| 1.2.c.i | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| 1.2.d | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| 2.1.a | Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge |
| 2.1.b.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.1.b.ii | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 2.1.c.i | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 2.1.c.v | Locate information to support opinions, predictions, inferences, and identification of the author's message or theme |
| 2.1.d.i | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e. g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| RW.5.2.1.a | Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|---------------|---|
| RW.5.2.1.b.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RW.5.2.1.b.ii | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| 2.2.a.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.2.a.ii | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| RW.5.2.1.c.i | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 2.2.a.iii | 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. |
| 2.2.a.iv | Distinguish between fact and opinion, providing support for judgments made |
| 2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| RW.5.2.1.c.iv | Locate information to support opinions, predictions, inferences, and identification of the author's message or theme. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|--------------|---|
| 2.2.b.ii | 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. |
| 2.2.b.iii | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| RW.5.2.1.d.i | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| 2.2.b.iv | Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks |
| 2.2.c.i | 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. |
| 2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 2.2.c.iii | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 2.2.d.i | 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. |
| 2.3.b.ii | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| 2.3.e | Infer meaning of words using structural analysis, context, and knowledge of multiple meanings |
| 2.3.f | Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change |
| RW.5.2.2.a.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RW.5.2.2.a.ii | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| RW.5.2.2.a.iii | 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. |
| 2.3.g.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.5.2.2.a.iv | Distinguish between fact and opinion, providing support for judgments made. |
| RW.5.2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| RW.5.2.2.b.ii | Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| RW.5.2.2.b.iii | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| RW.5.2.2.b.iv | Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks. |
| RW.5.2.2.c.i | 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. |
| RW.5.2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| RW.5.2.2.c.iii | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| RW.5.2.2.d.i | 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. |
| RW.5.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.5.2.3.d.ii | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: photograph, photosynthesis). |
| RW.5.2.3.e | Read and identify the meaning of words with sophisticated prefixes and suffixes. |
| RW.5.2.3.g | Infer meaning of words using structural analysis, context, and knowledge of multiple meanings. |
| RW.5.2.3.h | Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| RW.5.2.3.i.i | Interpret figurative language, including similes and metaphors, in context. |
| RW.5.2.3.i.ii | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| 4.2.a.viii | 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]”). |
| RW.5.4.1.c.ii | Apply grade 5 Reading standards to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.1.c.ii | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| 2.3.b.i | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| RW.5.2.3.d.i | Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| RW.5.2.3.i.iii | Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RW.5.2.3.j

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

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|-------------------|---|
| 054520108X | Scholastic Success With Reading Tests: Grade 6 |
| S.4.GLE.2.IQ.1 | How do assumptions shape people’s thinking? |
| S.4.GLE.2.IQ.2 | What assumptions do you have about your friends? |
| S.4.GLE.2.IQ.3 | What are the implications of someone’s assumptions when meeting a new person? |
| S.4.GLE.2.IQ.4 | How do biases interfere with critical thinking? |
| S.4.GLE.2.IQ.7 | When is an assumption helpful? |
| S.4.GLE.2.N.1 | Researchers know the quality of thinking impacts their lives and the lives of others. |
| S.4.GLE.2.N.2 | Researchers know that assessing their assumptions is important as they make daily decisions. |
| S.4.GLE.2.N.3 | All reasoning is based on assumptions. |
| S.4.GLE.2.N.5 | Assessing their assumptions is important as people make daily decisions. |
| S.4.GLE.3.N.3 | Presenters exercise persistence with new ideas even though it feels frustrating or difficult at first. |
| 4.1.b.ii | Locate specific information within resources using indexes, tables of contents, electronic search key words, etc. |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|---|
| 2.1.a.ii | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| 2.1.c.i | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| 2.1.c.ii | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| 2.1.d.i | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RW.6.2.1.a.ii | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| RW.6.2.1.c.i | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| RW.6.2.1.c.ii | Compare and contrast texts in different forms or genres (for example: stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| RW.6.2.1.d.i | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| S.2.GLE.1.IQ.1 | How does understanding the author’s purpose help readers comprehend the text? |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.1.RA.3 | Sometimes one can access authors online via tools such as Skype, Facebook, and blogs to gain insight into the writer's purpose. |
| S.2.GLE.2.IQ.1 | How do text structures affect our understanding of various texts? |
| S.2.GLE.2.IQ.2 | How do authors use text features to highlight information? |
| S.2.GLE.2.IQ.3 | How are conclusions different from evaluations? |
| S.2.GLE.2.IQ.4 | How can an author's perspective inform readers or persuade the readers to change their thinking? |
| S.2.GLE.2.RA.1 | All events have a cause and effect (when a sports team loses playoff games, when an adult can't read, when students don't study for a test). |
| S.2.GLE.2.RA.2 | Drawing conclusions supports thinking when making decisions (completing a science experiment, deciding what kind of car to buy, choosing a college to attend). |
| S.2.GLE.2.N.1 | Readers use text features as a source for finding information. |
| S.2.GLE.3.IQ.1 | How does knowledge of roots and affixes help determine the meaning of unknown words? |
| S.2.GLE.3.IQ.2 | Where can readers find evidence of affixes and how they are used to convey meaning? |
| S.2.GLE.3.RA.1 | Readers apply knowledge of roots and affixes to help determine the meanings of unfamiliar words. (Doctors' and nurses read medical books and journals, scientists read research reports and scientific studies.) |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|---|
| S.2.GLE.3.N.2 | Readers make intentional bridging inferences and connections between sections to resolve problems in comprehension. |
| S.4.GLE.2.IQ.6 | What assumption did you have about this class at the beginning of the year? How has that assumption changed? |
| S.4.GLE.2.N.4 | For thinking to improve, it is necessary to ask critical questions. |
| RW.4 | Read a wide range of informational texts to build knowledge and to better understand the human experience. |
| 2.1.a.i | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| 2.1.e | Use different kinds of questions to clarify and extend comprehension |
| 2.2.a.i | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2.2.a.ii | 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. |
| 2.2.a.iii | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|--------------|---|
| 2.2.b.i | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| 2.2.b.ii | 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. |
| 2.2.b.iii | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| 2.2.c.ii | 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. |
| 2.2.c.iii | 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). |
| RW.6.2.1.a.i | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2.2.e | Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures |
| RW.6.2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| 2.2.f | Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks |
| 2.3.a.iii | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|---|
| 2.3.a.vi | 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). |
| 2.3.b.i | Interpret figures of speech (e.g., personification) in context. |
| 2.3.b.iii | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). |
| RW.6.2.2.a.i | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| RW.6.2.2.a.ii | 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. |
| RW.6.2.2.a.iii | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). |
| RW.6.2.2.b.i | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| RW.6.2.2.b.ii | 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. |
| RW.6.2.2.b.iii | Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |
| RW.6.2.2.c.ii | 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. |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

| Alignment ID | Alignment Text |
|----------------|--|
| RW.6.2.2.c.iii | Compare and contrast one author's presentation of events with that of another (for example: a memoir written by and a biography on the same person). |
| RW.6.2.3.a.ii | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: audience, auditory, audible). |
| RW.6.2.3.a.iv | Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). |
| RW.6.2.3.b.i | Interpret figures of speech (for example: personification) in context. |
| RW.6.2.3.b.iii | Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: stingy, scrimping, economical, un wasteful, thrifty). |
| S.2.GLE.3.IQ.3 | How does the larger context help readers understand confusing words or ideas? |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.3.a.i | 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. |
| 2.3.a.iv | Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word |
| 2.3.b.ii | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

| | |
|---------------|--|
| 2.3.c | 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. |
| RW.6.2.3.a.i | Use context (for example: 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. |
| RW.6.2.3.b.ii | Use the relationship between particular words (for example: cause/effect, part/whole, item/category) to better understand each of the words. |
| RW.6.2.3.c | 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 |
| S.3.GLE.2.IQ.2 | How do punctuation marks show expression and pauses in writing? |
| S.3.GLE.2.RA.1 | Question marks are often used in children’s games. |
| S.3.GLE.2.IQ.4 | How can a writer show excitement in a sentence? (exclamation mark) |
| 3.2.b.iii | Use end punctuation for sentences. |
| RW.1.3.4.b.iii | Use end punctuation for sentences. |
| 2.4.a.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| 3.2.a.x | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| 3.2.b.i | Write complete simple sentences. |
| RW.1.2.3.e.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.1.3.4.a.x | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| RW.1.3.4.b.i | Write complete simple sentences. |
| 3.2.a.ii | Use common, proper, and possessive nouns. |

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

| Alignment ID | Alignment Text |
|-----------------|--|
| 3.2.a.iii | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| 3.2.a.iv | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| 3.2.a.vi | Use frequently occurring adjectives. |
| 3.2.a.vii | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| 3.2.a.viii | Use determiners (e.g., articles, demonstratives). |
| 3.2.a.ix | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| RW.1.3.4.a.ii | Use common, proper, and possessive nouns. |
| RW.1.3.4.a.iii | Use singular and plural nouns with matching verbs in basic sentences (for example: He hops; We hop). |
| RW.1.3.4.a.iv | Use personal, possessive, and indefinite pronouns (for example: I, me, my; they, them, their, anyone, everything). |
| RW.1.3.4.a.vi | Use frequently occurring adjectives. |
| RW.1.3.4.a.vii | Use frequently occurring conjunctions (for example: and, but, or, so, because). |
| RW.1.3.4.a.viii | Use determiners (for example: articles, demonstratives). |

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

| Alignment ID | Alignment Text |
|----------------|---|
| RW.1.3.4.a.ix | Use frequently occurring prepositions (for example: during, beyond, toward). |
| S.3.GLE.1.RA.2 | Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.) |
| 2.4.b.iv | 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. |
| 3.2.a.v | 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). |
| RW.1.2.3.f.iv | Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings. |
| RW.1.3.4.a.v | Use verbs to convey a sense of past, present, and future (for example: Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |
| S.3.GLE.2.IQ.3 | How do capital letters show importance? |
| S.3.GLE.2.N.3 | Writers use capital letters at the beginning of sentences. |
| 2.4.d.i | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| RW.1.2.3.a.i | Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.2.b.ii

Capitalize dates and names of people.

RW.1.3.4.b.iiCapitalize dates and names of people.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545201063 | Scholastic Success With Grammar: Grade 2 |
| 3.3.b.i | Capitalize holidays, product names, and geographic names. |
| RW.2.3.4.b.i | Capitalize holidays, product names, and geographic names. |
| 3.3.a.vii | 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). |
| RW.2.3.4.a.vi | Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| S.3.GLE.3.IQ.5 | Why are uppercase/capital letters important in writing? |
| S.3.GLE.3.RA.1 | The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?) |
| S.3.GLE.3.RA.2 | Knowing when to capitalize letters will help readers understand writing. |
| 2.3.e | 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). |
| 3.1.e | Write with precise nouns, active verbs, and descriptive adjectives |
| 3.3.a.v | Use adjectives and adverbs, and choose between them depending on what is to be modified. |

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

| Alignment ID | Alignment Text |
|----------------|--|
| RW.2.2.3.f | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). |
| RW.2.3.3.e | Write with precise nouns, active verbs, and descriptive adjectives. |
| RW.2.3.4.a.iv | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| S.3.GLE.3.IQ.2 | How can punctuation change the meaning of a sentence? |
| S.3.GLE.3.N.3 | Writers use proper punctuation in their writing. |
| S.3.GLE.3.IQ.1 | How can spelling change the meaning of a word? |
| S.3.GLE.3.IQ.3 | What is the primary use of the apostrophe in contractions? |
| 3.3.b.iii | Use an apostrophe to form contractions and frequently occurring possessives. |
| RW.2.3.4.b.iii | Use an apostrophe to form contractions and frequently occurring possessives. |
| 3.3.a.vi | Apply accurate subject-verb agreement while writing |
| RW.2.3.4.a.v | Apply accurate subject-verb agreement while writing. |
| 2.3.d.ii | 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

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

Alignment ID

Alignment Text

3.3.a.iv

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

RW.2.2.3.e.ii

Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny).

RW.2.3.4.a.iii

Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told).

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545201055 | Scholastic Success With Grammar: Grade 3 |
| 3.3.e.ii | Form and use regular and irregular plural nouns. |
| 3.3.e.vi | Ensure subject-verb and pronoun-antecedent agreement. |
| 3.3.e.vii | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| RW.3.3.4.a.vi | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| 3.3.e.ix | Produce simple, compound, and complex sentences. |
| RW.3.3.4.a.viii | Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. |
| 3.3.f.iv | Form and use possessives. |
| RW.3.3.4.b.iv | Form and use possessives. |
| S.2.GLE.1.N.1 | Using what they know about phrasing and punctuation helps readers read proficiently and get more meaning from a text. |
| S.2.GLE.2.IQ.4 | When does punctuation change the entire meaning of a sentence? |
| S.3.GLE.3.IQ.1 | How does punctuation help people understand what they read and write? |

0545201055

Scholastic Success With Grammar: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| 2.1.e | Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation |
| RW.3.2.1.e | Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. |
| 3.3.f.ii | Use commas in addresses. |
| 3.3.f.iii | Use commas and quotation marks in dialogue. |
| RW.3.3.4.b.ii | Use commas in addresses. |
| RW.3.3.4.b.iii | Use commas and quotation marks in dialogue. |
| 3.3.e.i | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| 3.3.e.iv | Form and use regular and irregular verbs. |
| 3.3.e.v | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |
| RW.3.3.4.a.i | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| RW.3.3.4.a.iii | Form and use regular and irregular verbs. |
| RW.3.3.4.a.iv | Form and use the simple (for example: 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 |
| 3.3.f.vii | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| RW.4.3.4.a.viii | Recognize and correct inappropriate fragments and run-ons. |
| 3.3.f.vi | Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing |
| 3.3.g.iii | Use a comma before a coordinating conjunction in a compound sentence. |
| RW.4.3.4.a.vi | Use compound subjects (for example: Tom and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing. |
| RW.4.3.4.a.vii | Produce complete simple, compound, and complex sentences. |
| RW.4.3.4.b.iii | Use a comma before a coordinating conjunction in a compound sentence. |
| 3.3.f.iii | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| RW.4.3.4.a.iii | Use modal auxiliaries (for example: can, may, must) to convey various conditions. |
| 3.3.f.ii | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| RW.4.3.4.a.ii | Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses. |

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| 3.3.f.iv | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| RW.4.3.4.a.iv | Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). |
| 3.3.f.v | Form and use prepositional phrases. |
| RW.4.3.4.a.v | Form and use prepositional phrases. |
| S.3.GLE.3.RA.3 | Proper usage of verbs is important in speaking and writing. |
| S.3.GLE.3.IQ.3 | How would you find meaning in a piece of writing that used no punctuation? |
| 3.3.g.ii | Use commas and quotation marks to mark direct speech and quotations from a text. |
| RW.4.3.4.b.ii | Use commas and quotation marks to mark direct speech and quotations from a text. |
| 3.3.f.i | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| RW.4.3.4.a.i | 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 |
|-------------------|--|
| 0545201020 | Scholastic Success With Grammar: Grade 5 |
| RW.5.2.3.c.i | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| 3.3.c | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| RW.5.3.4.a.vi | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| 3.3.b.iv | Recognize and correct inappropriate shifts in verb tense. |
| RW.5.3.4.a.iv | Recognize and correct inappropriate shifts in verb tense. |
| 3.3.b.ii | Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |
| 3.3.b.iii | Use verb tense to convey various times, sequences, states, and conditions. |
| RW.5.3.4.a.ii | Form and use the perfect (for example: I had walked; I have walked; I will have walked) verb tenses. |
| RW.5.3.4.a.iii | Use verb tense to convey various times, sequences, states, and conditions. |
| 3.2.b.ii | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| 3.3.a.iv | Use underlining, quotation marks, or italics to indicate titles of works. |
| RW.5.3.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |

0545201020

Scholastic Success With Grammar: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| RW.5.3.4.b.iv | Use underlining, quotation marks, or italics to indicate titles of works. |
| 3.3.b.i | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| RW.5.3.4.a.i | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| 3.3.a.i | Use punctuation to separate items in a series. |
| 3.3.a.ii | Use a comma to separate an introductory element from the rest of the sentence. |
| 3.3.a.iii | 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?). |
| RW.5.3.4.b.i | Use punctuation to separate items in a series. |
| RW.5.3.4.b.ii | Use a comma to separate an introductory element from the rest of the sentence. |
| RW.5.3.4.b.iii | Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address (for example: 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 |
| 3 | Precisely and efficiently add and subtract multi-digit numbers. |
| 1.3.a.i | Fluently add and subtract multi-digit whole numbers using the standard algorithm. |
| S.1.GLE.3.IQ.1 | Is it possible to make multiplication and division of large numbers easy? |
| S.1.GLE.3.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| 1.3.a.ii | 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. |
| 1.3.a.iv | Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models. |
| 1.3.b.i | Interpret a multiplication equation as a comparison. |
| 1.3.b.iii | Multiply or divide to solve word problems involving multiplicative comparison. |
| S.1.GLE.3.IQ.2 | What do remainders mean and how are they used? |
| 1.3.a.iii | 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. |

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 |
| 4.1.a.iii | Represent threefold whole-number products as volumes to represent the associative property of multiplication. |
| S.1.GLE.4.N.1 | Mathematicians explore number properties and relationships because they enjoy discovering beautiful new and unexpected aspects of number systems. They use their knowledge of number systems to create appropriate models for all kinds of real-world systems. |
| S.1.GLE.2.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| S.1.GLE.4.IQ.1 | Do adding and multiplying always result in an increase? Why? |
| 1.1.a.i | Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. |
| 1.2.a | Fluently multiply multi-digit whole numbers using standard algorithms. |
| 4 | Contrast previous understandings of multiplication modeled as equal groups to multiplication as scaling, which is necessary to understand multiplying a fraction or whole number by a fraction, and how the operation of multiplication does not always result in a product larger than both factors. |
| S.1.GLE.2.IQ.1 | How are mathematical operations related? |
| 1.1.a.ii | Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.2.c.i

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

1.2.c.ii

Relate strategies to a written method and explain the reasoning used.

S.1.GLE.4.IQ.2

Do subtracting and dividing always result in a decrease? Why?

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**

S.1.GLE.2.IQ.1

What is addition and how is it used?

1.2.c.ii

Add and subtract within 20 using multiple strategies.

1.2.a.ii

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

1.2.a.i

Use addition and subtraction within 20 to solve word problems.

1.1.b.i

Represent the digits of a two-digit number as tens and ones.

1.1.c.i

Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction.

1.2.c.iii

Demonstrate fluency for addition and subtraction within 10.

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 |
| 1.2.c | Know from memory all sums of two one-digit numbers. |
| S.1.GLE.1.IQ.2 | How does the position of a digit in a number affect its value? |
| S.1.GLE.1.RA.2 | Place value allows people to represent large quantities. For example, 725 can be thought of as $700 + 20 + 5$. |
| S.1.GLE.1.N.1 | Mathematicians use place value to represent many numbers with only ten digits. |
| 1.1.a.i | Represent the digits of a three-digit number as hundreds, tens, and ones. |
| S.1.GLE.2.RA.1 | Addition is used to find the total number of objects such as total number of animals in a zoo, total number of students in first and second grade. |
| S.1.GLE.2.RA.2 | Subtraction is used to solve problems such as how many objects are left in a set after taking some away, or how much longer one line is than another. |
| S.1.GLE.2.N.1 | Mathematicians use visual models to understand addition and subtraction. |
| 1.1.b.i | Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |
| 1.1.b.ii | Add up to four two-digit numbers using strategies based on place value and properties of operations. |

Success With Workbooks State Standards

0545200970

Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID

Alignment Text

1.1.b.iii

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.

1.2.a.i

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.

1.2.b

Fluently add and subtract within 20 using mental strategies.

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**

RW.K.3.4.a.i

Print many upper- and lowercase letters.

3.2.a.i

Print all upper- and lowercase letters.

RW.1.3.4.a.i

Print all upper- and lowercase letters.

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 054520089X | Scholastic Success With Fractions & Decimals: Grade 5 |
| S.1.GLE.3.IQ.2 | Why are there more fractions than whole numbers? |
| S.1.GLE.3.IQ.3 | Is there a smallest fraction? |
| S.1.GLE.3.RA.2 | Estimation with fractions enables quick and flexible decision-making in daily life. For example, determining how many batches of a recipe can be made with given ingredients, the amount of carpeting needed for a room, or fencing required for a backyard. |
| 1.3.a.i | Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. |
| 1.4.a | Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). |
| 1.4.d.i | Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. |
| 3.1.a.i | Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). |
| 1.4.b | Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. |
| 1.3.a.ii | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions with like denominators. |
| 1.4.c | Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. In general, $(a/b) \times (c/d) = ac/bd$. |

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

| Alignment ID | Alignment Text |
|--------------|---|
| 1.4.e.i | 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. |
| 1.4.e.ii | Apply the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. |
| 1.4.f | Solve real world problems involving multiplication of fractions and mixed numbers. |
| 4 | Contrast previous understandings of multiplication modeled as equal groups to multiplication as scaling, which is necessary to understand multiplying a fraction or whole number by a fraction, and how the operation of multiplication does not always result in a product larger than both factors. |
| 1.4.h | Interpret division of a whole number by a unit fraction, and compute such quotients. |
| 1.4.i | Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions. |
| 1.1.b.i | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. |
| 1 | Persist in making sense of how fractions can represent decimal place values. |
| 2 | Use models and drawings to represent and compute with whole numbers and decimals, illustrating an understanding of place value. |
| 3 | Use the structure of place value to organize computation with whole numbers and decimals. |

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID

Alignment Text

1.1.b.ii

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

1.1.c

Use place value understanding to round decimals to any place.

1.1.a.ii

Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.

1.2.c.i

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

1.2.c.ii

Relate strategies 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 |
|-------------------|--|
| 0545200881 | Scholastic Success With Fractions: Grade 4 |
| S.1.GLE.2.IQ.3 | Why are fractions so useful? |
| S.1.GLE.2.IQ.4 | What would the world be like without fractions? |
| S.1.GLE.2.RA.1 | Fractions and decimals are used any time there is a need to apportion such as sharing food, cooking, making savings plans, creating art projects, timing in music, or portioning supplies. |
| S.1.GLE.2.RA.3 | Fractions are used to measure quantities between whole units such as number of meters between houses, the height of a student, or the diameter of the moon. |
| 1.2.b.ii.2 | Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of whole number by a fraction. |
| 1.2.b.ii.3 | Solve word problems involving multiplication of a fraction by a whole number. |
| S.1.GLE.2.IQ.1 | How can different fractions represent the same quantity? |
| 4 | Use 1, the multiplicative identity, to create equivalent fractions by structuring 1 in the fraction form |
| S.1.GLE.2.IQ.2 | How are fractions used as models? |
| 1.1.b.i | 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. |
| 1.2.a.i | Explain equivalence of fractions using drawings and models. |

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

| Alignment ID | Alignment Text |
|--------------|---|
| 1.2.a.ii | Use the principle of fraction equivalence to recognize and generate equivalent fractions. |
| 1.2.a.iii | Compare two fractions with different numerators and different denominators, and justify the conclusions. |
| 1.2.b.i.1 | Compose and decompose fractions as sums and differences of fractions with the same denominator in more than one way and justify with visual models. |
| 1.2.b.i.3 | Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. |
| 2 | Use visual models and benchmark fractions as tools to aid in fraction comparison. |
| 3 | Precisely refer to numerators, denominators, parts, and wholes when explaining fraction equivalence and comparing fractions. |
| 1 | Approach adding, subtracting, and comparing problems with fractions and decimal fractions by reasoning about their values before or instead of applying an algorithm. |

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

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

| | |
|----------------|---|
| 1.3.c.ii | Recall from memory all products of two one-digit numbers. |
| 4.2.a.ii | Find area of rectangles with whole number side lengths using a variety of methods. |
| S.1.GLE.2.RA.1 | Fractions are used to share fairly with friends and family such as sharing an apple with a sibling, and splitting the cost of lunch. |
| S.1.GLE.3.IQ.4 | Why was division invented? Why not just subtract? |
| 1.3.a.i | Interpret products of whole numbers. |
| 1.3.a.ii | Interpret whole-number quotients of whole numbers. |
| 1.3.a.iii | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |
| 4.1.a.ii | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| S.1.GLE.3.IQ.2 | How can you use a multiplication or division fact to find a related fact? |
| S.1.GLE.3.IQ.1 | How are multiplication and division related? |
| 1.3.b.ii | Interpret division as an unknown-factor problem. |

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

1.3.c.i

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

1.3.d.i

Solve two-step word problems using the four operations.

4

Use arrays to represent whole-number multiplication and division problems.

3

Be specific with explanations and symbols when describing operations using multiplication and division.

1

Efficiently solve multiplication and division problems by using facts committed to memory.

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 |
| S.1.GLE.3.IQ.3 | Why was multiplication invented? Why not just add? |
| S.1.GLE.3.IQ.2 | How can you use a multiplication or division fact to find a related fact? |
| S.1.GLE.3.IQ.1 | Is it possible to make multiplication and division of large numbers easy? |
| S.1.GLE.3.RA.1 | Multiplication is an essential component of mathematics. Knowledge of multiplication is the basis for understanding division, fractions, geometry, and algebra. |
| 1.3.a.iii | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |
| 1.3.d.i | Solve two-step word problems using the four operations. |
| 1.3.a.iv | Illustrate and explain multiplication and division calculation by using equations, rectangular arrays, and/or area models. |
| 1.3.b.iii | Multiply or divide to solve word problems involving multiplicative comparison. |
| S.2.GLE.1.RA.3 | Comprehension of the relationships between primes, composites, multiples, and factors develop number sense. The relationships are used to simplify computations with large numbers, algebraic expressions, and division problems, and to find common denominators. |
| 1.2.b.ii.1 | Express a fraction a/b as a multiple of $1/b$. |

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

1.2.b.ii.2

Use a visual fraction model to express a/b as a multiple of $1/b$, and apply to multiplication of whole number by a fraction.

2.1.b.ii

Recognize that a whole number is a multiple of each of its factors.

2.1.b.iii

Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.

1

Reason quantitatively to recognize that a number is a multiple of each of its factors.

3

Look for, identify, and explain the regularities in determining whether a given number is a multiple of a given one-digit number and in determining if a given number is prime or composite.

4

Use 1, the multiplicative identity, to create equivalent fractions by structuring 1 in the fraction form

1.3.a.i

Interpret products of whole numbers.

1.3.c.i

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

1.3.c.ii

Recall from memory all products of two one-digit numbers.

1.3.b.i

Interpret a multiplication equation as a comparison.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200857 | Scholastic Success With Numbers & Concepts |
| S.4.GLE.1.IQ.2 | Where do you see shapes around you? |
| S.4.GLE.1.RA.1 | Shapes help people describe the world. For example, a box is a cube, the Sun looks like a circle, and the side of a dresser looks like a rectangle. |
| P.G.A.1 | Name and describe shapes in terms of length of sides, number of sides, and number of angles/corners. |
| P.G.A.2 | Correctly name basic shapes (circle, square, rectangle, triangle) regardless of size and orientation. |
| P.G.A.3 | Analyze, compare, and sort two-and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes, such as size and shape. |
| 4.1.a.i | 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. |
| 4.1.a.ii | Correctly name shapes regardless of their orientations or overall size. |
| P.CC.E.10 | Recognize and, with support, write some numerals up to 10. |
| 1.1.c.ii | Compare two numbers between 1 and 10 presented as written numerals. |
| 1.1.a.i | Count to 100 by ones and by tens. |
| 1.1.a.ii | Count forward beginning from a given number within the known sequence. |

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

S.4.GLE.2.N.1

Mathematicians sort and organize to create patterns. Mathematicians look for patterns and regularity. The search for patterns can produce rewarding shortcuts and mathematical insights.

P.OA.B.4

Fill in missing elements of simple patterns.

P.OA.B.5

Duplicate simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extend patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.

S.1.GLE.1.IQ.3

How do you know when you have more or less?

P.CC.D.7

Identify whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects.

1.1.c.i

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

4.2.a.iii

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

S.1.GLE.1.N.1

Numbers are used to count and order objects.

S.1.GLE.1.IQ.1

Why do we count things?

S.1.GLE.1.IQ.2

Is there a wrong way to count? Why?

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

| Alignment ID | Alignment Text |
|----------------|---|
| S.1.GLE.1.RA.1 | Counting is used constantly in everyday life such as counting plates for the dinner table, people on a team, pets in the home, or trees in a yard. |
| S.1.GLE.1.RA.2 | Numerals are used to represent quantities. |
| S.1.GLE.1.RA.3 | People use numbers to communicate with others such as two more forks for the dinner table, one less sister than my friend, or six more dollars for a new toy. |
| S.1.GLE.1.N.2 | Numbers are used to count and order both real and imaginary objects. |
| 1.1.b | Match a quantity with a numeral |
| P.CC.C.4 | Use the number name of the last object counted to answer "How many?" questions for up to approximately 10 objects. |
| P.CC.C.6 | Understand that each successive number name refers to a quantity that is one larger. |
| P.CC.E.9 | Associate a number of objects with a written numeral 0-5. |
| 1.1.b.i | Apply the relationship between numbers and quantities and connect counting to cardinality. |
| 1.1.b.ii | Count and represent objects to 20. |
| 1.2.a.i | Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. |
| 4.2.b.ii | Count the numbers of objects in each category. |

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 |
| S.2.GLE.4.RA.1 | Readers need to use a variety of strategies for reading unfamiliar words. |
| S.4.GLE.1.N.2 | Readers use text features to help them before they begin reading. |
| S.4.GLE.2.RA.1 | Before readers begin to read, they ask themselves purposeful questions. (What is the purpose for learning how to read? Am I clear on the purpose for reading? Is reading important?) |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| S.2.GLE.2.IQ.3 | In informational text, why is the main idea important? How do the details support the main idea? |
| S.2.GLE.2.N.2 | Readers can share facts after reading an informational text. |
| 2.1.a.ii | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RW.1.2.1.a.ii | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 2.2.a.ii | Identify the main topic and retell key details of a text. |
| 2.2.c.i | Use the illustrations and details in a text to describe its key ideas. |
| 2.2.c.ii | Identify the reasons an author gives to support points in a text. |

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

| Alignment ID | Alignment Text |
|----------------|--|
| RW.1.2.2.a.ii | Identify the main topic and retell key details of a text. |
| RW.1.2.2.c.i | Use the illustrations and details in a text to describe its key ideas. |
| RW.1.2.2.c.ii | Identify the reasons an author gives to support points in a text. |
| S.2.GLE.1.RA.1 | Readers can use a graphic organizer to sequence key events/details in a literary or informational text. |
| S.2.GLE.2.RA.1 | Readers can use a graphic organizer to sequence key events/details in a literary or informational text. |
| 1.1.d | Give and follow simple two-step directions. |
| RW.1.1.2.d | Give and follow simple two-step directions. |
| S.2.GLE.1.IQ.1 | How does a reader picture the character? |
| S.2.GLE.4.IQ.2 | When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)? |
| 2.4.b.i | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| 2.4.b.ii | 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). |
| 2.4.b.iii | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

| Alignment ID | Alignment Text |
|----------------|---|
| RW.1.2.3.f.i | Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. |
| RW.1.2.3.f.ii | Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). |
| RW.1.2.3.f.iii | Identify real-life connections between words and their use (for example: note places at home that are cozy). |
| 2.1.a.iv | Make predictions about what will happen in the text and explain whether they were confirmed or not and why |
| RW.1.2.1.a.iv | Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. |
| 2.1.e.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.2.e.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.1.2.3.d.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| S.1.GLE.3.RA.1 | Poets blend words and phrases together to produce poems that sound like feelings. |
| 2.1.b.i | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| 2.1.b.iv | Follow and replicate patterns in predictable poems. |

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

2.1.d.i

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

RW.1.2.1.b.i

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RW.1.2.1.b.iv

Follow and replicate patterns in predictable poems.

RW.1.2.1.d.i

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

S.4.GLE.1.IQ.7

Why does society have such a variety of reading materials?

RW.3

Read a wide range of literary texts to build knowledge and to better understand the human experience.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200830 | Scholastic Success With Reading Comprehension: Grade 2 |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.2.2.3.d.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.2.1.1.b | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 1.2.b | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| 2.2.a.ii | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 2.2.a.iv | Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud |
| 2.2.c.ii | Describe how reasons support specific points the author makes in a text. |
| RW.2.2.2.a.ii | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| RW.2.2.2.a.iii | Summarize the main idea using relevant and significant details in a variety of texts. |

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

| Alignment ID | Alignment Text |
|----------------|---|
| RW.2.2.2.c.ii | Describe how reasons support specific points the author makes in a text. |
| 2.3.d.i | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |
| RW.2.2.3.e.i | Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). |
| 2.1.e | Compare formal and informal uses of English. |
| RW.2.2.3.c | Compare formal and informal uses of English. |
| 2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.2.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 3.1.d | Write simple, descriptive poems |
| RW.2.3.3.d | Write simple, descriptive poems. |
| S.2.GLE.1.RA.3 | Interpret the intended message in various genres (such as fables, billboards, web pages, poetry, and posters). |
| S.2.GLE.1.IQ.1 | Why is it important to read the title before reading the text? |
| S.2.GLE.1.IQ.2 | What would happen to comprehension if readers never went back and re-read something they did not understand? |

0545200830

Scholastic Success With Reading Comprehension: Grade 2

| Alignment ID | Alignment Text |
|----------------|--|
| S.2.GLE.1.IQ.3 | Why is it important to read accurately and fluently? |
| S.2.GLE.1.IQ.4 | What would a summary look like if a writer did not stick to the important details? |
| S.2.GLE.1.RA.1 | Read stories and text to others using appropriate phrasing, intonation, rate, and attention to punctuation. |
| S.2.GLE.1.RA.2 | Distinguish different literary forms (i.e., poetry, narrative, fiction). |
| S.2.GLE.1.RA.4 | Listening and reading along with the text of digital audio stories of multiple genres aid in comprehension and fluency. |
| S.2.GLE.1.N.1 | Reading helps people understand themselves and make connections to the world. |
| S.2.GLE.1.N.2 | Readers use comprehension strategies automatically without thinking about them. |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |
| 2.1.a.i | Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences |
| 2.1.a.ii | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

| Alignment ID | Alignment Text |
|--------------|---|
| 2.1.a.iii | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 2.1.a.iv | Describe how characters in a story respond to major events and challenges. |
| 2.1.b.i | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| 2.1.b.ii | Read high-frequency words with accuracy and speed |
| 2.1.b.iii | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 2.1.b.iv | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| 2.1.c.i | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 2.1.c.ii | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| 2.1.d.i | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RW.2.2.1.a.i | Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences. |

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

| Alignment ID | Alignment Text |
|----------------|---|
| RW.2.2.1.a.ii | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RW.2.2.1.a.iii | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RW.2.2.1.a.iv | Describe how characters in a story respond to major events and challenges. |
| RW.2.2.1.b.i | Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RW.2.2.1.b.ii | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RW.2.2.1.b.iii | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RW.2.2.1.c.i | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RW.2.2.1.c.ii | Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. |
| RW.2.2.1.d.i | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200822 | Scholastic Success With Reading Comprehension: Grade 3 |
| S.2.GLE.1.IQ.1 | How do readers use different reading strategies to better understand a variety of texts? |
| S.2.GLE.2.RA.2 | Throughout life, people will be asked to retell or recount events that have occurred. |
| S.2.GLE.2.RA.3 | Signal words are used to assist readers in describing key events. |
| S.2.GLE.2.RA.4 | Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event. |
| S.2.GLE.2.RA.5 | Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.). |
| S.2.GLE.2.N.3 | Readers use comprehension strategies automatically without thinking about using them. |
| 2.1.a.iii | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| 2.1.c.ii | Summarize central ideas and important details from literary text |
| RW.3.2.1.a.iii | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| RW.3.2.1.a.iv | Summarize central ideas and important details from a text. |
| 2.2.a.ii | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| RW.3.2.2.a.ii | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| RW.3.2.2.a.iii | Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| S.2.GLE.3.IQ.1 | How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)? |
| 2.3.e | 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). |
| RW.3.2.3.e | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). |
| 2.1.a.v | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| 2.1.b.ii | Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events |
| 2.2.a.iii | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RW.3.2.1.a.vi | Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| RW.3.2.1.b.ii | Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events. |
| RW.3.2.2.a.iv | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.1.b.i | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| 2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RW.3.2.1.b.i | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| 2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.3.2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RW.3.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|----------------|--|
| RW.3.2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.3.2.3.c.vi | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| S.2.GLE.3.RA.4 | Animated graphic organizers can assist with the task of word categorization. |
| 2.3.d.ii | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| RW.3.2.3.d.ii | Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). |
| S.2.GLE.2.RA.6 | Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions, make predictions, and draw conclusions. |
| S.4.GLE.2.RA.4 | Readers must learn to draw conclusions and make inferences because they help to improve comprehension. |
| 2.1.a.ii | Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) |
| RW.3.2.1.a.ii | Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). |
| S.2.GLE.2.IQ.3 | How does cause and effect work in people's lives? |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| 2.2.b.iv | Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships |
| 2.2.c.ii | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| RW.3.2.2.b.iv | Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships. |
| RW.3.2.2.c.ii | Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). |
| S.2.GLE.1.RA.2 | Poets give readers literature with specific structure for styled meaning. |
| RW.3 | Read a wide range of literary texts to build knowledge and to better understand the human experience. |
| 2.1.a.iv | Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays |
| 2.1.b.iii | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 2.1.d.i | 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. |
| RW.3.2.1.a.v | Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

RW.3.2.1.b.iii

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RW.3.2.1.d.i

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.

2.3.b.ii

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RW.3.2.3.b.ii

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200814 | Scholastic Success With Reading Comprehension: Grade 4 |
| S.2.GLE.1.N.1 | Readers think about the tone and message of the text. They use the expression to make reading clear. |
| RW.4.1.1.c | Identify the reasons and evidence a speaker provides to support particular points. |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |
| 2.2.b.i | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| RW.4.2.1.b.i | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example: Herculean). |
| 2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 2.3.c.i | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| RW.4.2.2.b.i | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

| | |
|----------------|--|
| 2.3.e | 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). |
| RW.4.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.4.2.3.c.i | Use context (for example: definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| RW.4.2.3.e | 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 (for example: quizzed, whined, stammered) and that are basic to a particular topic (for example: wildlife, conservation, and endangered when discussing animal preservation). |
| S.2.GLE.1.RA.2 | Analyzing character traits supports working relationships in the workplace. |
| S.4.GLE.2.IQ.1 | What are the implications or what might happen if someone takes action about an issue? |
| S.4.GLE.2.IQ.2 | What are the consequences of the action? |
| 2.2.b.ii | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RW.4.2.2.b.ii | Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| S.2.GLE.1.IQ.2 | What can readers infer about the main character of a text? |

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

2.1.a.i

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2.1.a.ii

Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.

RW.4.2.1.a.i

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

S.2.GLE.2.RA.2

Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).

S.4.GLE.2.IQ.8

What strategy do readers use to help them identify the key concepts or main ideas of a text?

2.2.c.ii

Explain how an author uses reasons and evidence to support particular points in a text.

RW.4.2.2.c.ii

Explain how an author uses reasons and evidence to support particular points in a text.

RW.4.4.1.b

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.

2.2.a.i

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RW.4.2.2.a.i

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

S.4.GLE.1.RA.5

Use electronic tools to summarize and organize your thinking.

2.1.a.iii

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

2.1.c.iii

Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

2.2.a.ii

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RW.4.2.1.a.ii

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RW.4.2.2.a.ii

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

S.2.GLE.2.IQ.3

How do readers know if the text is informing them or trying to persuade them?

0545200806

Scholastic Success With Reading Comprehension: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200806 | Scholastic Success With Reading Comprehension: Grade 5 |
| S.2.GLE.2.IQ.3 | Why do authors use specific text features to convey a message? |
| S.2.GLE.2.RA.1 | Text features communicate key concepts. |
| 2.2.a.ii | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| 2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| RW.5.2.2.a.ii | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| RW.5.2.2.c.ii | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 2.1.c.vi | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| RW.5.2.3.c.ii | Compare and contrast the varieties of English (for example: dialects, registers) used in stories, dramas, or poems. |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| 2.1.c.i | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| RW.5.2.1.c.i | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| 2.3.b.i | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| 2.3.e | Infer meaning of words using structural analysis, context, and knowledge of multiple meanings |
| 2.3.g.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.5.2.2.b.i | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| RW.5.2.3.b.iii | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| RW.5.2.3.d.i | Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| RW.5.2.3.g | Infer meaning of words using structural analysis, context, and knowledge of multiple meanings. |

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

| Alignment ID | Alignment Text |
|----------------|--|
| RW.5.2.3.j | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (for example: however, although, nevertheless, similarly, moreover, in addition). |
| S.2.GLE.1.IQ.5 | If readers could remove inference skills from a person, what would be the consequences? |
| 2.1.b.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 2.1.c.v | Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme |
| RW.5.2.1.b.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RW.5.2.1.c.iv | Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme. |
| S.4.GLE.1.IQ.2 | How do writers organize information so they can reflect on the data gathered? |
| 4.2.a.iii | Analyze concepts and draw distinctions between related but different concepts |
| 2.2.a.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RW.5.2.2.a.i | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| 2.2.b.ii | 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. |
| RW.5.2.2.b.ii | Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| S.2.GLE.1.N.1 | Readers think about the characters and their traits and how they relate to each other. |
| 2.2.a.iv | Distinguish between fact and opinion, providing support for judgments made |
| RW.5.2.2.a.iv | Distinguish between fact and opinion, providing support for judgments made. |
| S.2.GLE.1.RA.1 | Comprehension skills help us question the author's purpose and view the world with a critical eye (using persuasion to influence our decisions and choices). |

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

0545200792

Scholastic Success With Writing: Grade 1

3.2.b.ii

Capitalize dates and names of people.

RW.1.3.4.b.ii

Capitalize dates and names of people.

S.3.GLE.2.IQ.2

How do punctuation marks show expression and pauses in writing?

S.3.GLE.2.IQ.3

How do capital letters show importance?

S.3.GLE.2.N.3

Writers use capital letters at the beginning of sentences.

3.2.b.iii

Use end punctuation for sentences.

RW.1.3.4.b.iii

Use end punctuation for sentences.

2.4.a.i

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

2.4.d.i

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

RW.1.2.3.a.i

Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation).

RW.1.2.3.e.i

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

1.1.c

Produce complete sentences when appropriate to task and situation.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

| Alignment ID | Alignment Text |
|----------------|---|
| RW.1.1.2.c | Produce complete sentences when appropriate to task and situation. |
| 3.2.a.x | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| 3.2.b.i | Write complete simple sentences. |
| RW.1.3.4.a.x | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| RW.1.3.4.b.i | Write complete simple sentences. |
| S.1.GLE.1.RA.2 | Use words to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.) |
| S.3.GLE.1.RA.2 | Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.) |
| 2.4.b.iv | 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. |
| 3.2.a.vi | Use frequently occurring adjectives. |
| 3.2.a.viii | Use determiners (e.g., articles, demonstratives). |

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

| Alignment ID | Alignment Text |
|-----------------|---|
| RW.1.2.3.f.iv | Distinguish shades of meaning among verbs differing in manner (for example: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (for example: large, gigantic) by defining or choosing them or by acting out the meanings. |
| RW.1.3.4.a.vi | Use frequently occurring adjectives. |
| RW.1.3.4.a.viii | Use determiners (for example: articles, demonstratives). |
| S.2.GLE.1.RA.1 | Readers can use a graphic organizer to sequence key events/details in a literary or informational text. |
| S.2.GLE.2.RA.1 | Readers can use a graphic organizer to sequence key events/details in a literary or informational text. |
| 3.1.c | 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. |
| RW.1.3.3.a | Recount two or more appropriately sequenced events. |
| 2.2.c.iii | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RW.1.2.2.c.iii | Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). |
| 3.1.a | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.1.c Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

RW.1.3.1.a Introduce the topic or name the book they are writing about.

RW.1.4.1.d Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200784 | Scholastic Success With Writing: Grade 2 |
| S.3.GLE.3.IQ.5 | Why are uppercase/capital letters important in writing? |
| S.3.GLE.3.RA.2 | Knowing when to capitalize letters will help readers understand writing. |
| 1.1.e | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| RW.2.1.2.e | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| S.3.GLE.3.RA.1 | The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?) |
| 2.3.c.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| RW.2.2.3.d.i | Use sentence-level context as a clue to the meaning of a word or phrase. |
| S.1.GLE.1.IQ.1 | Why is it important to use precise vocabulary in communication? |
| S.3.GLE.1.IQ.2 | What are two characteristics of the person you are describing? |
| 2.3.e | 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). |
| 3.1.d | Write simple, descriptive poems |

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

| Alignment ID | Alignment Text |
|---------------|--|
| 3.1.e | Write with precise nouns, active verbs, and descriptive adjectives |
| 3.3.a.v | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| RW.2.2.3.f | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). |
| RW.2.3.3.d | Write simple, descriptive poems. |
| RW.2.3.3.e | Write with precise nouns, active verbs, and descriptive adjectives. |
| RW.2.3.4.a.iv | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| 3.3.a.vii | 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). |
| RW.2.3.4.a.vi | Produce, expand, and rearrange complete simple and compound sentences (for example: The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| 2.3.d.ii | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
| 3.3.a.iv | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

| Alignment ID | Alignment Text |
|----------------|--|
| RW.2.2.3.e.ii | Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). |
| RW.2.3.4.a.iii | Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). |
| 2.1.b.iii | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RW.2.2.1.b.ii | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RW.2.3.3.b | Use temporal words to signal event order. |
| 2.1.c.i | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RW.2.2.1.c.i | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 3.1.b | 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. |
| RW.2.3.3.a | Include details to describe actions, thoughts, and feelings. |
| S.3.GLE.1.N.1 | Writers think about character traits to help them include more interesting details in their writing. |

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

| | |
|----------------|---|
| 3.1.g | Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing) |
| RW.2.3.3.g | Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing). |
| S.3.GLE.3.IQ.2 | How can punctuation change the meaning of a sentence? |
| S.3.GLE.3.N.3 | Writers use proper punctuation in their writing. |
| S.3.GLE.2.RA.2 | Parents write to their children who live far away using conventional and digital means. |
| 3.2.b | Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format |
| RW.2.3.2.d | Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format. |

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200776 | Scholastic Success With Writing: Grade 3 |
| 1.1.f | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| 1.2.a.vi | Use different types of complete sentences to share information, give directions, or request information |
| RW.3.1.2.f | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| S.3.GLE.2.N.1 | Writers can describe events or people fluently. |
| S.3.GLE.3.RA.2 | Newspapers, newsletter and Internet web pages rely on precise and descriptive writing to inform or entertain. |
| 3.1.b.i | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| RW.3.3.3.a | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 3.3.e.ix | Produce simple, compound, and complex sentences. |
| RW.3.3.4.a.viii | Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. |
| 3.3.e.i | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

| Alignment ID | Alignment Text |
|----------------|---|
| 3.3.e.vii | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| RW.3.3.4.a.i | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| RW.3.3.4.a.vi | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| 3.1.b.ii | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| RW.3.3.3.b | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| 3.3.f.iii | Use commas and quotation marks in dialogue. |
| RW.3.3.4.b.iii | Use commas and quotation marks in dialogue. |
| S.3.GLE.3.IQ.1 | How does punctuation help people understand what they read and write? |
| 3.2.a.ii | State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images) |
| 3.2.a.iii | Develop the topic with facts, definitions, and details. |
| RW.3.3.2.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 |
|-------------------|--|
| 0545200768 | Scholastic Success With Writing: Grade 4 |
| 3.3.g.i | Use correct capitalization. |
| RW.4.3.4.b.i | Use correct capitalization. |
| 3.3.f.vi | Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing |
| RW.4.3.4.a.vi | Use compound subjects (for example: Tom and Pat went to the store) and compound verbs (for example: Harry thought and worried about the things he said to Jane) to create sentence fluency in writing. |
| 3.3.g.iii | Use a comma before a coordinating conjunction in a compound sentence. |
| RW.4.3.4.b.iii | Use a comma before a coordinating conjunction in a compound sentence. |
| 3.3.f.vii | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| RW.4.3.4.a.vii | Produce complete simple, compound, and complex sentences. |
| RW.4.3.4.a.viii | Recognize and correct inappropriate fragments and run-ons. |
| RW.9 | Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products. |
| 3.3.b | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

| Alignment ID | Alignment Text |
|----------------|---|
| RW.4.3.4.e | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| S.4.GLE.1.IQ.1 | What facts do writers use to support their ideas and opinions? |
| S.4.GLE.2.N.1 | Researchers understand that clear concepts and ideas must be supported with facts. |
| S.3.GLE.2.IQ.1 | Which tools are available to assist the writer in planning, drafting, and revising personal writing? |
| S.3.GLE.2.IQ.3 | How are writers persuasive without being biased? |
| S.3.GLE.2.RA.1 | When preparing for a presentation writers can use electronic resources to add graphics and visual effects to a project. |
| S.3.GLE.2.RA.2 | Businesses use proposals to persuade consumers to buy their products. |
| S.3.GLE.2.N.2 | Writers will sometimes use a visual that will help convey their message. |
| RW.6 | Craft arguments using techniques specific to the genre. |
| 3.1.a.ii | Provide reasons that are supported by facts and details. |
| 3.1.a.iii | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). |
| 3.1.a.iv | Provide a concluding statement or section related to the opinion presented. |
| RW.4.3.1.b | Provide reasons that are supported by facts and details. |

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

| Alignment ID | Alignment Text |
|---------------|--|
| RW.4.3.1.c | Link opinion and reasons using words and phrases (for example: for instance, in order to, in addition). |
| RW.4.3.1.d | Provide a concluding statement or section related to the opinion presented. |
| S.3.GLE.2.N.1 | Writers use transition words in their writing to make transitions clearer and easier to follow. |
| 3.2.a.i | 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. |
| 3.2.a.ii | Choose planning strategies to support text structure and intended outcome |
| 3.2.a.iv | Organize relevant ideas and details to convey a central idea or prove a point |
| 3.2.a.v | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| 3.2.a.vi | Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| 3.2.a.viii | Provide a concluding statement or section related to the information or explanation presented. |
| RW.4.3.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. |
| RW.4.3.2.c | Organize relevant ideas and details to convey a central idea or prove a point. |

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

| Alignment ID | Alignment Text |
|----------------|---|
| RW.4.3.2.d | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| RW.4.3.2.e | Link ideas within categories of information using words and phrases (for example: another, for example, also, because). |
| RW.4.3.2.g | Provide a concluding statement or section related to the information or explanation presented. |
| S.3.GLE.3.RA.1 | Writers organize reports differently than literary writing. |
| 3.1.a.i | 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. |
| 3.2.a.iii | Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast) |
| RW.4.3.1.a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. |
| RW.4.3.2.b | Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast). |
| 3.1.c | Write poems that express ideas or feelings using imagery, figurative language, and sensory details |
| 3.3.f.iv | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| RW.4.3.4.a.iv | Order adjectives within sentences according to conventional patterns (for example: a small red bag rather than a red small bag). |
| S.3.GLE.1.RA.2 | Learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. (Write about an event using formal and informal language.) |
| S.3.GLE.2.IQ.2 | How is word choice affected by audience and purpose? |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 3.3.e.i | Choose words and phrases to convey ideas precisely. |
| 3.3.e.ii | Choose punctuation for effect. |
| 3.3.f.ii | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| 3.3.f.iii | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| RW.4.3.4.a.ii | Form and use the progressive (for example: I was walking; I am walking; I will be walking) verb tenses. |
| RW.4.3.4.a.iii | Use modal auxiliaries (for example: can, may, must) to convey various conditions. |
| RW.4.3.4.c.i | Choose words and phrases to convey ideas precisely. |

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

| Alignment ID | Alignment Text |
|----------------|--|
| RW.4.3.4.c.ii | Choose punctuation for effect. |
| 2.3.d.i | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| RW.4.2.3.d.i | Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. |
| S.3.GLE.1.IQ.3 | How does writing create a visual image for the reader? |
| 3.1.b.i | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 3.1.b.iii | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| 3.1.b.v | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| RW.4.3.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| RW.4.3.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| RW.4.3.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| S.3.GLE.3.IQ.3 | How would you find meaning in a piece of writing that used no punctuation? |
| 3.3.g.ii | Use commas and quotation marks to mark direct speech and quotations from a text. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RW.4.3.4.b.ii

Use commas and quotation marks to mark direct speech and quotations from a text.

S.3.GLE.1.IQ.1

How are literary genres different in form and substance?

S.3.GLE.1.RA.1

Different forms of literary genre can express the same ideas in different ways.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 054520075X | Scholastic Success With Writing: Grade 5 |
| S.3.GLE.1.RA.2 | Including story elements in writing provides the reader with a more complete product. |
| 3.1.a.ii | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| RW.5.3.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| 3.3.a.i | Use punctuation to separate items in a series. |
| 3.3.a.ii | Use a comma to separate an introductory element from the rest of the sentence. |
| 3.3.a.iii | 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?). |
| RW.5.3.4.b.i | Use punctuation to separate items in a series. |
| RW.5.3.4.b.ii | Use a comma to separate an introductory element from the rest of the sentence. |
| RW.5.3.4.b.iii | Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address (for example: Is that you, Steve?). |
| 3.3.b.i | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| RW.5.3.4.a.i | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| S.3.GLE.1.IQ.5 | What is the primary message that the author wants readers to interpret from the passage? Where is the evidence from the text? |
| 3.1.a.vi | Provide a conclusion that follows from the narrated experiences or events. |
| 3.2.b.v | Provide a concluding statement or section related to the information or explanation presented. |
| RW.5.3.2.e | Provide a concluding statement or section related to the information or explanation presented. |
| RW.5.3.3.e | Provide a conclusion that follows from the narrated experiences or events. |
| S.3.GLE.1.IQ.3 | What do authors do to ensure that they have a topic and supporting details? |
| 4.1.a.iii | Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience |
| 3.1.a.v | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| 3.2.b.iv | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 4.2.a.iv | Demonstrate use of language that is careful and precise while holding others to the same standards |
| RW.5.3.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| RW.5.3.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| S.3.GLE.2.IQ.1 | What is the purpose of writing for different audiences? |
| S.3.GLE.2.IQ.2 | How does revising writing build new skills for writers? |
| RW.6 | Craft arguments using techniques specific to the genre. |
| 3.2.a.i | Include cause and effect, opinions, and other opposing viewpoints in persuasive writing |
| 3.2.a.ii | 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. |
| 3.2.a.iii | Provide logically ordered reasons that are supported by facts and details. |
| 3.2.a.iv | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| 3.2.a.v | Provide a concluding statement or section related to the opinion presented. |
| 3.2.b.ii | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| RW.5.3.1.a | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. |
| RW.5.3.1.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 |
|----------------|--|
| RW.5.3.1.c | Link opinion and reasons using words, phrases, and clauses (for example: consequently, specifically). |
| RW.5.3.1.d | Provide a concluding statement or section related to the opinion presented. |
| RW.5.3.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| S.3.GLE.2.RA.3 | Learning to summarize and write brief explanations is a lifelong skill that will carry over into the workplace or college. |
| S.3.GLE.2.N.1 | Writers think about the audience that they are writing for to help them organize their thoughts. |
| S.3.GLE.2.N.2 | Writers use technology as part of their resources to be more organized and thorough when they write. |
| S.3.GLE.3.IQ.3 | How do writers organize their thinking to include the audience they are addressing? |
| S.3.GLE.3.IQ.5 | What guidelines from our paragraph writing were the most helpful to you as you began to construct your paragraphs? |
| 3.2.b.i | 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. |
| 3.3.c1 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|----------------|---|
| RW.5.3.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. |
| RW.5.3.4.c | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| S.3.GLE.2.RA.1 | Successful writing has specific organizational features, style, and craft elements. (Write a persuasive letter to an adult using mature tone and vocabulary. Select a planning guide that will be useful to plan writing.) |
| S.3.GLE.1.IQ.4 | How do graphic organizers or planning guides increase the effectiveness of a writer? |
| S.3.GLE.1.N.1 | Writers use all of the elements of a good story in their writing and have created a systematic plan for including each of them. |
| S.3.GLE.3.IQ.1 | How do writers prepare their writing for different audiences? |
| S.3.GLE.3.IQ.2 | How would writing for our first grade buddies be different than the writing that you would do to convince or persuade our principal to let us have music day? |
| S.3.GLE.3.IQ.4 | Which graphic organizer that we have used may assist you with your planning? |
| 3.3.d | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| RW.5.3.4.d | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|---------------|--|
| S.3.GLE.3.N.1 | Writers are thoughtful of the language they use in their writing. |
| S.4.GLE.2.N.2 | Researchers understand the language used in documents is important. |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 3.1.a.iii | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| RW.5.3.3.b | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| RW.5.2.3.c.i | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| 3.3.c | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| RW.5.3.4.a.vi | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| 2.1.c.i | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| 2.1.d.iii | Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. |

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

RW.5.2.1.c.i

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RW.5.2.1.d.iii

Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.

3.1.b

Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)

RW.5.2.3.i.i

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

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

RW.K.3.4.a.i

Print many upper- and lowercase letters.

3.2.a.i

Print all upper- and lowercase letters.

RW.1.3.4.a.i

Print all upper- and lowercase letters.

Success With Workbooks State Standards

0545201128

Scholastic Success With Sight Words

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545201128 | Scholastic Success With Sight Words |
| RW.5 | Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. |
| 1.3.c | Identify words orally according to shared beginning or ending sounds |
| 2.3.d.iii | Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
| 2.3.d.iv | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| RW.K.2.3.b.vi | Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. |
| RW.K.2.3.c.iii | Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). |
| RW.K.2.3.c.iv | Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |