

Success With Workbooks State Standards

0545200946**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

4.4.2.Pre4 1

Demonstrates an understanding that words are separated by spaces

4.4.2.Pre4 2

Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)

4.4.3.Pre4 1

Writes some recognizable letters

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
3.3.2.Pre3 1	Identifies basic shapes in the environment (e.g. circle, square, triangle)
1.1.3.T 1	Demonstrates an understanding of “more” in reference to food or play
K.CC.4d	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.1.1.MI 1	Signs for more (understands “more”)
1.1.1.T 1	Rote counts to 3
1.1.1.T 2	Names numbers but not in sequence
1.1.1.Pre3 1	Spontaneously counts for own purposes
1.1.1.Pre4 1	Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, “There are five blocks.”)
1.1.1.Pre4 2	Rote counts to 10
1.1.3.MI 1	Demonstrates understanding of “all gone”
1.1.1.Pre3 2	Demonstrates understanding of more and less
2.2.1.T 1	Groups two or more objects by one attribute (e.g. shape, color, size)

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
3.3.1.T 1	Demonstrates an understanding of simple location/ position words (e.g. under, in, out)
3.3.1.Pre3 1	Uses actions and words to indicate position (e.g. over, inside), location (close, far away), or movement (fast, slow)
3.3.1.Pre4 1	Demonstrates an understanding of directionality, order and position (e.g. up/down, before/after, first and last)
RL.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RL.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RI.K.12.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RI.K.12.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
2.2.1.YI 1	Attends to most faces and voices
2.2.1.MI 1	Differentiates between familiar and unfamiliar persons
2.2.1.Pre3 1	Recognizes, describes, compares, and names common objects by one or more attributes

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
2.2.1.Pre3 2	Describes an object by characteristics it does or does not possess (e.g. "This button doesn't have holes.")
3.3.2.YI 1	Visually prefers items of high contrast (black and white); circles, and moving objects
RL.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RI.K.12.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
3.3.3.Pre4 3	Makes some letter-sound connections
4.4.2.Pre4 1	Demonstrates an understanding that words are separated by spaces
4.4.2.Pre4 2	Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)
4.4.3.Pre4 1	Writes some recognizable letters
3.3.3.Pre4 1	Produces rhyming words

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

054520092X

Scholastic Success With Beginning Vocabulary

3.3.2.Pre4 1

Identifies some known letters of the alphabet in familiar and unfamiliar words

3.3.3.Pre4 1

Produces rhyming words

3.3.3.Pre4 4

Identifies some beginning and ending sounds in words

RL.K.12.b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

RI.K.12.b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

SL.K.8

Use words and phrases acquired through conversations, reading, and through being read to.

LL.CCR.4

Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.

LL.CCR.3

Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.

RL.K.12.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

RL.K.12.c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

RI.K.12.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

RI.K.12.c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Success With Workbooks State Standards

0545201144**Scholastic Success With Consonants**

Alignment ID

Alignment Text

0545201144**Scholastic Success With Consonants**

3.3.3.Pre4 1

Produces rhyming words

W.K.11.c

Write a letter or letters for most consonant and short vowel sounds.

3.3.3.Pre4 3

Makes some letter-sound connections

3.3.3.Pre4 4

Identifies some beginning and ending sounds in words

4.4.2.Pre4 1

Demonstrates an understanding that words are separated by spaces

4.4.2.Pre4 2

Demonstrates an understanding that once an oral message is written it reads the same way every time (recognizes signs, messages from the teacher)

Success With Workbooks State Standards

0545201136**Scholastic Success With Vowels**

Alignment ID

Alignment Text

0545201136**Scholastic Success With Vowels**

W.K.11.c

Write a letter or letters for most consonant and short vowel sounds.

3.3.3.Pre4 3

Makes some letter-sound connections

4.4.2.Pre4 1

Demonstrates an understanding that words are separated by spaces

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.NBT.4a

Adding a two-digit number and a one-digit number.

1.NBT.4b

Adding a two-digit number and a multiple of 10.

1.NBT.4c

Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.NBT.3

Read and write numbers within 1000 using base-ten numerals, number names, expanded form, and unit form.

2.MD.11

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

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
3.MD.6a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area (does not require standard square units).
3.MD.6b	A plane figure which can be covered without gaps or overlaps by
3.MD.7	Measure areas by counting unit squares (square cm, square m, square in., square ft., and non-standard square units).
3.MD.8d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
3.MD.9	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
3.OA.4	Determine the unknown whole number in a multiplication or division equation by using related equations.

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**

6.RP.3b

Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

6.SP.2

Analyze a set of data collected to answer a statistical question with a distribution which can be described by its center (mean, median and/or mode), spread (range and/or interquartile range), and overall shape (cluster, peak, gap, symmetry, skew (data) and/or outlier).

6.SP.3

Recognize that a measure of center (mean, median and/or mode) for a numerical data set summarizes all of its values with a single number, while a measure of variation (range and/or interquartile range) describes how its values vary with a single number.

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
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.3.1.a	Know the difference between fact and opinion.
RF.3.1a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.2b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.2c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word.
RL.3.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RL.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.
RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.
RI.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word.
RI.3.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RI.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RI.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
LL.CCR.3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RL.3.12.b	Identify real-life connections between words and their uses.
RI.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.
RI.3.12.b	Identify real-life connections between words and their uses.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
RL.4.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.
W.4.1.a	Know the difference between fact and opinion.
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
RL.4.11.a	Use context as a clue to the meaning of a word or phrase.
RL.4.11.b	Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.
RL.4.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs in context.
RL.4.12.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
RI.4.11.a	Use context as a clue to the meaning of a word or phrase.
RI.4.11.b	Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.
RI.4.11.c	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI.4.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs in context.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RI.4.12.c

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

LL.CCR.3

Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.

RL.4.12.a

Explain the meaning of simple similes and metaphors in context.

RI.4.12.a

Explain the meaning of simple similes and metaphors in context.

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
RL.5.10.a	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
RL.5.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.
LL.CCR.3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.5.1.a	Know the difference between fact and opinion.
RL.5.11.a	Use context as a clue to the meaning of a word or phrase.
RL.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RL.5.12.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
RI.5.11.a	Use context as a clue to the meaning of a word or phrase.
RI.5.11.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

RI.5.11.c

Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RI.5.12.a

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

RI.5.12.b

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

RL.5.12.c

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

RI.5.12.c

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

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
RL.6.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 6.
LL.CCR.3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
RL.6.11.a	Use context as a clue to the meaning of a word or phrase.
RL.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
RL.6.11.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RL.6.12.a	Interpret figures of speech in context.
RL.6.12.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
RL.6.12.c	Distinguish among the connotations (associations) of words with similar denotations (definitions).
RI.6.11.a	Use context as a clue to the meaning of a word or phrase.
RI.6.11.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

RI.6.11.c

Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

RI.6.11.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.6.12.a

Interpret figures of speech in context.

RI.6.12.b

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

RI.6.12.c

Distinguish among the connotations (associations) of words with similar denotations (definitions).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.
W.1.11.b	Use end punctuation for sentences.
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
RL.1.11.a	Use sentence-level context as a clue to the meaning of a word.
RI.1.11.a	Use sentence-level context as a clue to the meaning of a word.
W.1.10.b	Use common, proper, and possessive nouns when writing.
W.1.10.c	Use singular and plural nouns with matching verbs in basic sentences.
W.1.10.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my).
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.
W.1.10.e	Use verbs to convey a sense of past, present and future when writing.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RL.1.12.d

Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

RI.1.12.d

Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

W.1.11.a

Capitalize dates and names of people.

RF.1.1.c

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

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
W.2.10.f	Produce, expand, and rearrange complete simple and compound sentences.
SL.2.7.f	Produce complete simple and compound sentences.
W.2.10.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SL.2.7.e	Use context-appropriate adjectives and adverbs.
SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
W.2.10.d	Form and use past tense of frequently-occurring irregular verbs (e.g., told).
SL.2.7.d	Form and use past tense of frequently-occurring irregular verbs (e.g., hid).
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.
SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.
W.3.10.f	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
SL.3.7.f	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
W.3.10.h	Produce simple, compound, and complex sentences.
SL.3.7.h	Produce simple, compound, and complex sentences.
W.3.11.d	Form and use possessives.
W.3.11.b	Use commas in addresses.
W.3.11.c	Use commas and quotation marks in dialogue.
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

SL.3.7.b

Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

SL.3.7.c

Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.

SL.3.7.d

Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID

Alignment Text

0545201047

Scholastic Success With Grammar: Grade 4

W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.11.c	Use a comma before a coordinating conjunction in a compound sentence.
W.4.10.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
W.4.10.c	Form and use the progressive verb tenses.
SL.4.7.c	Form and use the progressive verb tenses.
W.4.10.e	Order adjectives within sentences according to conventional patterns.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.
W.4.10.f	Form and use prepositional phrases.
SL.4.7.f	Form and use prepositional phrases.
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.
W.4.10.b	Form and use relative pronouns and relative adverbs.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	Scholastic Success With Grammar: Grade 5
W.5.10.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.10.e	Recognize and correct inappropriate shifts in verb tense.
SL.5.7.d	Recognize and correct inappropriate shifts in verb tense.
W.5.10.c	Form and use the perfect verb tenses. (e.g., I had walked, I have walked)
W.5.10.d	Use verb tense to convey various times, sequences, states, and conditions.
SL.5.7.b	Form and use the perfect verb tenses. (e.g., I had walked, I have walked)
SL.5.7.c	Use verb tense to convey various times, sequences, states, and conditions.
W.5.11.d	Use underlining, quotation marks, or italics to indicate titles of works.
W.5.10.b	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
W.5.11.a	Use punctuation to separate items in a series.
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.
W.5.11.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. (e.g., Is that you, Sam?)

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID

Alignment Text

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

1.NBT.2d

Show flexibility in composing and decomposing tens and ones (e.g., 20 can be composed from 2 tens or 1 ten and 10 ones, or 20 ones).

1.NBT.4a

Adding a two-digit number and a one-digit number.

1.NBT.4b

Adding a two-digit number and a multiple of 10.

1.NBT.4c

Understanding that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.NBT.1c

Show flexibility in composing and decomposing hundreds, tens and ones (e.g., 207 can be composed from 2 hundreds 7 ones OR 20 tens 7 ones OR 207 ones OR 1 hundred 10 tens 7 ones OR 1 hundred 9 tens 17 ones, etc.)



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

W.1.10.a

Print all upper- and lowercase letters.

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

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

3.MD.6a

A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area (does not require standard square units).

3.MD.6b

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

3.MD.7

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

3.MD.8a

Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.8c

Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

0545200857

Scholastic Success With Numbers & Concepts

3.3.2.YI 1	Visually prefers items of high contrast (black and white); circles, and moving objects
3.3.2.Pre3 1	Identifies basic shapes in the environment (e.g. circle, square, triangle)
K.CC.3	Read and write numerals from 0 to 20.
1.1.1.T 2	Names numbers but not in sequence
2.2.1.Pre4 1	Uses blocks, beads or other materials to make or extend patterns
1.1.1.Pre3 2	Demonstrates understanding of more and less
K.CC.4d	Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.1.1.MI 1	Signs for more (understands "more")
1.1.1.Pre3 1	Spontaneously counts for own purposes
1.1.1.Pre4 1	Demonstrates an understanding that the last number spoken represents the entire set (i.e., counts five blocks on the table and says, "There are five blocks.")

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**

RL.1.12.a

Sort words into categories to gain a sense of the concepts the categories represent.

RL.1.12.b

Define words by category and by one or more key attributes.

RL.1.12.c

Identify real-life connections between words and their uses.

RI.1.12.a

Sort words into categories to gain a sense of the concepts the categories represent.

RI.1.12.b

Define words by category and by one or more key attributes.

RI.1.12.c

Identify real-life connections between words and their uses.

RL.1.13

With prompting and support, read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.

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
RI.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RI.2.12.a	Identify real-life connections between words and their use.
RI.2.10.a	Compare formal and informal uses of English.
R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
R.CCR.11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
RL.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RL.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy).
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.
RL.2.11.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).
RL.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.2.12.a	Identify real-life connections between words and their use.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RL.2.12.b

Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

RL.2.13

Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

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
LL.CCR.3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
RF.3.2c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RL.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RI.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RL.3.12.b	Identify real-life connections between words and their uses.
RI.3.12.b	Identify real-life connections between words and their uses.
W.3.1.a	Know the difference between fact and opinion.
RF.3.2b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RL.3.13	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

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**

LL.CCR.3

Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.

RL.4.11.a

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

RI.4.11.a

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

W.4.1.a

Know the difference between fact and opinion.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

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

RL.5.10.a

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

RL.5.11.a

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

RI.5.11.a

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

W.5.1.a

Know the difference between fact and opinion.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
W.1.11.a	Capitalize dates and names of people.
W.1.11.b	Use end punctuation for sentences.
RF.1.1.c	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RL.1.11.a	Use sentence-level context as a clue to the meaning of a word.
RI.1.11.a	Use sentence-level context as a clue to the meaning of a word.
W.1.10.g	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
SL.1.7.f	Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
W.1.10.f	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when writing.
SL.1.7.e	Use frequently-occurring adjectives, conjunctions, articles, and prepositions when speaking.
RL.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
RI.1.12.d	Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
RL.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RI.2.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.
SL.2.7.e	Use context-appropriate adjectives and adverbs.
SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
SL.2.7.f	Produce complete simple and compound sentences.
SL.2.7.d	Form and use past tense of frequently-occurring irregular verbs (e.g., hid).
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W.3.10.h

Produce simple, compound, and complex sentences.

SL.3.7.h

Produce simple, compound, and complex sentences.

W.3.10.b

Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

W.3.10.f

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

SL.3.7.b

Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.

SL.3.7.f

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

W.3.11.c

Use commas and quotation marks in dialogue.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
W.4.11.a	Use correct capitalization.
W.4.11.c	Use a comma before a coordinating conjunction in a compound sentence.
W.4.10.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SL.4.7.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.4.10.e	Order adjectives within sentences according to conventional patterns.
SL.4.7.e	Order adjectives within sentences according to conventional patterns.
W.4.10.a	Choose words and phrases to convey ideas precisely.
W.4.10.i	Choose punctuation for effect.
SL.4.7.c	Form and use the progressive verb tenses.
SL.4.7.d	Use modal auxiliaries (e.g., can, must) to convey various conditions.
RL.4.12.a	Explain the meaning of simple similes and metaphors in context.
RI.4.12.a	Explain the meaning of simple similes and metaphors in context.
W.4.11.b	Use commas and quotation marks to mark direct speech and quotations from a text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
SL.5.7.a	Expand, combine, and reduce sentences for meaning, read/listener interest, and style.
W.5.11.a	Use punctuation to separate items in a series.
W.5.11.b	Use a comma to separate an introductory element from the rest of the sentence.
W.5.11.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address. (e.g., <i>Is that you, Sam?</i>)
W.5.10.b	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LL.CCR.5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
W.5.10.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
RL.5.12.a	Interpret figurative language, including similes and metaphors, in context.
RI.5.12.a	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**

W.1.10.a

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**

3.3.2.Pre4 1

Identifies some known letters of the alphabet in familiar and unfamiliar words