

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

L.1.a	Print many upper- and lowercase letters.
RF.1.b	Recognize spoken words are represented in written language by specific sequences of letters.
RF.1.d	Recognize and name all uppercase and lowercase letters of the alphabet.
L.1.1.a	Uppercase and lowercase letters.
C.4	Understand that speech sounds are represented in print with letters/words
D.1	Understand that the sounds of language are represented by letters, words, and sentences
D.15	Understand the difference between letters, numbers, and words
E.6	Know that writing, including pictures, letters, and words, communicates meaning and information
E.9	Write random letters or letter-like symbols
LL.2.3.a	Develop familiarity with the forms of alphabet letters.
LL.2.3.b	Identify letters in first and last name.
LL.2.3.c	Sort and manipulate magnetic letters.
LL.2.3.d	Find particular letters in words.

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LL.2.3.e

Rapidly name a sequence of random letters.

LL.2.4.a

Tell the basic differences among letters, numbers, and words.

LL.2.4.b

Identify letters as letters and groups of letters as words.

LL.2.8.b

Recognize print in everyday life, such as numbers, letters, and familiar signs.

P-LIT 3.1

Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.

P-LIT 3.2

Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

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Scholastic Success With Basic Concepts

Alignment ID

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0545200938**Scholastic Success With Basic Concepts**

K.CC.1.i	Count to 100 by ones and by tens.
K.CC.1.ii	Count backward from 20 by ones.
K.CC.2.i	Count forward beginning from a given number within 100.
K.CC.5.a	Tell how many objects up to 20 are in an arranged pattern (e.g., a line or an array) or up to 10 objects in a scattered configuration.
K.CC.5.b	Represent a number of objects up to 20 with a written numeral.
K.MD.3.ii	Count the numbers of objects in each category and sort the categories by count.
A.1.e	One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)
A.1.f	Seriation (e.g., order, short to long, heavy to light, first to last event)
A.1.i	Subitizing (e.g., instant recognition of number of objects in a set-without counting)
A.4	Demonstrate understanding of the cardinality counting principle (e.g., the last number represents the quantity of counted objects)
A.7.a	Rote counting (e.g., from memory)
A.7.b	Rational counting (e.g., meaningful counting)

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Alignment ID	Alignment Text
A.7.c	Counting-on (e.g., after 4 comes...)
A.7.d	Counting-back (e.g., count backwards from 7)
A.7.e	Skip, or group, counting (e.g., 2, 4, 6,... or 5, 10, 15, 20...)
A.7.f	Number benchmark (e.g., numbers like 2, 5, 10 are anchors, for instance 4 is one less than 5)
A.8	Use numeric symbolic representation (e.g., recognizing, naming and writing number symbols from zero through 10)
A.12	Use number sense to solve simple problems
K.CC.5.c	Given a number from 1-20, count out that many objects.
A.10	Use mathematical vocabulary to compare groups of objects and numerals (e.g., same, larger than, smaller than)
C.8	Demonstrate understanding that different sized containers will hold more or less (note: keep Piaget's developmental conservation tasks in mind)
F.1	Begin to use mathematical vocabulary to express ideas mathematically (e.g., "If we add your two to my three we'll have five")
D.3	Demonstrate understanding of patterns (e.g., ababab and see A.4.)
D.4	Recognize, describe, and replicate patterns of objects, sounds, and movements

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Alignment ID	Alignment Text
D.5	Predict and extend patterns of objects, sounds and movements
CCRA.R.4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
W.3.b	Tell about the events in the order in which they occurred.
D.9	Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)
K.MD.1.i	Describe measurable attributes of objects, such as length or weight.
C.7	Seriate a set of objects based upon an attribute (e.g., height, length, size/mass, weight, time/order)
A.1.g	Spatial relationships (e.g., directionality, position in space)
B.3	Use spatial vocabulary to indicate directionality, order, and position of objects (e.g., above & below, inside & outside, next to, behind, after & before)
B.4	Compare, classify (sort), and seriate (order) two and three dimensional shapes based upon one or more attributes (e.g., line, sides, corners, size, shape, color)
B.7	Demonstrate understanding that a shape remains the same shape regardless of its position in space (e.g., flip or rotate a triangle—it is still a triangle)
A.9	Demonstrate understanding that numbers can also be used as names (Channel 5), to indicate order (1st, 3rd), to describe relationships (2nd cousin), and to indicate locations (addresses)

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LL.2.1.b

Identify print and simple symbols that are used to organize classroom activities (e.g., where to store things, when they will have a turn).

LL.2.8.a

Verbally identify labels in classroom and home (e.g., cereal, names, calendar).

L.5.a

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

L.5.c

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

K.MD.3.i

Classify objects into given categories limiting the number in each category to 10 or less.

E.3

Gather, sort, and compare objects by attribute(s) in the context of daily activities and play (e.g., fruit in fruit bowl, all unit sized blocks on same shelf, float & sink)

E.5

Place representative items in a "pictorial" floor, table, or wall graph by attribute (e.g., children's name tags instead of shoes, pictures of objects, etc.)

LL.5.3.b

Name and sort objects and ideas using general and specific language.

P-LC 7.1

Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

L.5.b

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

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Alignment ID	Alignment Text
D.14	Understand that illustrations and pictures convey meaning
P-LC 7.2	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.
LL.2.7.a	Link letters with sounds in play activities.
LL.2.7.b	Identify the letter name that corresponds with the sound pronounced by the teacher.
L.1.a	Print many upper- and lowercase letters.
RF.1.b	Recognize spoken words are represented in written language by specific sequences of letters.
RF.1.d	Recognize and name all uppercase and lowercase letters of the alphabet.
L.1.1.a	Uppercase and lowercase letters.
C.4	Understand that speech sounds are represented in print with letters/words
D.15	Understand the difference between letters, numbers, and words
E.6	Know that writing, including pictures, letters, and words, communicates meaning and information
E.9	Write random letters or letter-like symbols
LL.2.3.a	Develop familiarity with the forms of alphabet letters.

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Alignment ID	Alignment Text
LL.2.3.b	Identify letters in first and last name.
LL.2.3.c	Sort and manipulate magnetic letters.
LL.2.3.d	Find particular letters in words.
LL.2.3.e	Rapidly name a sequence of random letters.
LL.2.4.a	Tell the basic differences among letters, numbers, and words.
LL.2.4.b	Identify letters as letters and groups of letters as words.
LL.2.8.b	Recognize print in everyday life, such as numbers, letters, and familiar signs.
P-LIT 3.1	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.
P-LIT 3.2	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.
RF.2.a	Recognize and produce rhyming words.
C.2	Recognize matching (phonemes) and rhyming sounds
LL.2.6.c	Recognize matching (phonemes) and rhyming sounds.

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Scholastic Success With Basic Concepts

Alignment ID

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P-LIT 1.1

Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.

P-LIT 1.2

Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.

D.8

Know the difference between real and make-believe

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054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
LL.2.4.a	Tell the basic differences among letters, numbers, and words.
LL.2.8.b	Recognize print in everyday life, such as numbers, letters, and familiar signs.
D.15	Understand the difference between letters, numbers, and words
D.14	Understand that illustrations and pictures convey meaning
SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
RF.2.a	Recognize and produce rhyming words.
RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
A.4	Listen to and recognize different sounds in speech
C.1	Understand that spoken language is made up of sounds
C.2	Recognize matching (phonemes) and rhyming sounds
LL.2.5.c	Identify some individual sounds in words (e.g., initial or ending sound).
LL.2.6.b	Verbally identify the beginning sound of name.

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054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
LL.2.6.c	Recognize matching (phonemes) and rhyming sounds.
LL.2.7.c	Identify beginning sound of an object's name when shown the object or a picture.
P-LIT 1.1	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.
P-LIT 1.2	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.
W.3.b	Tell about the events in the order in which they occurred.
D.9	Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)
P-LIT 4.2	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.
D.8	Know the difference between real and make-believe
L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
B.8	Use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

P-LC 6.1

Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.

P-LC 6.2

Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.

D.2

Recognize and can identify familiar print in the environment (e.g., traffic signs, store logos, own name)

RF.3.d

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

CCRA.R.6

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RF.3.e

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

L.5.a

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

L.5.c

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

LL.2.3.c

Sort and manipulate magnetic letters.

LL.2.5.a

Identifies and discriminates between words.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

LL.5.3.b

Name and sort objects and ideas using general and specific language.

LL.5.3.d

Play vocabulary and word games to extend vocabulary knowledge.

P-LC 7.1

Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

P-LC 7.2

Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

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Scholastic Success With Consonants

Alignment ID

Alignment Text

0545201144

Scholastic Success With Consonants

RF.2.a

Recognize and produce rhyming words.

LL.2.6.c

Recognize matching (phonemes) and rhyming sounds.

P-LIT 1.1

Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.

P-LIT 1.2

Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.

RF.1.d

Recognize and name all uppercase and lowercase letters of the alphabet.

LL.2.3.b

Identify letters in first and last name.

LL.2.8.b

Recognize print in everyday life, such as numbers, letters, and familiar signs.

RF.3.d

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

L.2.c

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

RF.1.b

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

RF.2.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Success With Workbooks State Standards

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Scholastic Success With Consonants

Alignment ID	Alignment Text
RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.3.e	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.2.2.h	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
A.4	Listen to and recognize different sounds in speech
C.1	Understand that spoken language is made up of sounds
C.2	Recognize matching (phonemes) and rhyming sounds
C.4	Understand that speech sounds are represented in print with letters/words
D.1	Understand that the sounds of language are represented by letters, words, and sentences
D.15	Understand the difference between letters, numbers, and words
E.6	Know that writing, including pictures, letters, and words, communicates meaning and information
LL.2.3.a	Develop familiarity with the forms of alphabet letters.
LL.2.3.c	Sort and manipulate magnetic letters.

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0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
LL.2.3.d	Find particular letters in words.
LL.2.3.e	Rapidly name a sequence of random letters.
LL.2.4.a	Tell the basic differences among letters, numbers, and words.
LL.2.4.b	Identify letters as letters and groups of letters as words.
LL.2.5.c	Identify some individual sounds in words (e.g., initial or ending sound).
LL.2.6.b	Verbally identify the beginning sound of name.
LL.2.7.a	Link letters with sounds in play activities.
LL.2.7.b	Identify the letter name that corresponds with the sound pronounced by the teacher.
LL.2.7.c	Identify beginning sound of an object's name when shown the object or a picture.
P-LIT 3.1	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.
P-LIT 3.2	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

Success With Workbooks State Standards

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Scholastic Success With Vowels

Alignment ID

Alignment Text

0545201136

Scholastic Success With Vowels

RF.1.d	Recognize and name all uppercase and lowercase letters of the alphabet.
LL.2.3.a	Develop familiarity with the forms of alphabet letters.
LL.2.3.b	Identify letters in first and last name.
LL.2.3.c	Sort and manipulate magnetic letters.
LL.2.3.d	Find particular letters in words.
LL.2.3.e	Rapidly name a sequence of random letters.
LL.2.8.b	Recognize print in everyday life, such as numbers, letters, and familiar signs.
RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.3.c	Decode and use CVC words.
RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

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Scholastic Success With Vowels

Alignment ID	Alignment Text
RF.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.3.e	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.2.1.d	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.2.2.h	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
C.1	Understand that spoken language is made up of sounds
D.1	Understand that the sounds of language are represented by letters, words, and sentences
D.15	Understand the difference between letters, numbers, and words
LL.2.4.a	Tell the basic differences among letters, numbers, and words.
LL.2.4.b	Identify letters as letters and groups of letters as words.
LL.2.6.d	Practice blending by saying whole word when teacher gives separately spoken syllables while writing to dictation.
LL.2.7.a	Link letters with sounds in play activities.
LL.2.7.b	Identify the letter name that corresponds with the sound pronounced by the teacher.

Success With Workbooks State Standards

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Scholastic Success With Vowels

Alignment ID

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P-LIT 1.2

Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.

P-LIT 3.1

Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.

P-LIT 3.2

Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
1.NBT.1.ii	Read and write numerals within 120.
1.NBT.1.iii	Represent a number of objects up to 120 with a written numeral.
1.NBT.4.i.b	Add a two-digit number and a multiple of 10.
1.OA.6.i	Use strategies to add and subtract within 20.
1.OA.6.ii	Fluently add and subtract within 10.
1.NBT.4.i.a	Add a two-digit number and a one-digit number.
1.MD.5	Identify and tell the value of a dollar bill, quarter, dime, nickel, and penny.
1.MD.6	Count and tell the value of combinations of dimes and pennies up to one dollar.
1.MD.1.i	Order three objects by length.
1.MD.1.ii	Compare the lengths of two objects indirectly by using a third object.
1.MD.2.i	Demonstrate understanding that the length measurement of an object is the number of same-size length units that span the object with no gaps or overlaps.
1.G.3.i	Partition circles and rectangles into two equal shares.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

1.G.3.ii

Describe the shares using the word halves, and use the phrase half of.

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.2.i	Count forward and backward from any given number within 1000.
2.OA.3.i	Determine whether a given number of objects up to 20 is odd or even.
2.NBT.7.ii	Use concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction to add and subtract within 1000.
6.A	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
2.G.1.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2.G.1.i	Identify trapezoids, rhombuses, pentagons, hexagons, octagons, parallelograms, quadrilaterals, cubes, spheres, cylinders, cones, triangular prisms, rectangular prisms.
2.G.1.ii	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
2.NBT.7.i	Demonstrate understanding of place value within 1000 when adding and subtracting three-digit numbers.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

2.NBT.7.iii

Use a written method to explain the strategy.

2.G.3.ii

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. Recognize that identical wholes can be equally divided in different ways.

2.G.3.iii

Demonstrate understanding that partitioning shapes into more equal shares creates smaller shares.

2.OA.3.ii

Write an equation to represent an even number using two equal addends or groups of 2.

2.OA.4.ii

Write an equation to express the total as a sum of equal addends.

2.MD.2.ii

Describe how the two measurements relate to the size of the units chosen.

2.MD.10.i

Draw picture graphs and bar graphs with single-unit scales to represent data sets with up to four categories.

2.MD.10.ii

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

2.G.3.i

Partition circles and rectangles into two, three, or four equal shares.

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0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
3.OA.8.ii	Assess the reasonableness of answers using mental computation and estimation strategies.
3.MD.3.i	Draw scaled picture graphs and scaled bar graphs to represent data sets with several categories.
3.MD.3.ii	Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
3.OA.8.i	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.
3.NF.1.i	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts.
3.NF.1.ii	Understand a fraction a/b as the quantity formed by “ a ” parts of size $1/b$.
3.NF.2.b.i	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0.
3.NF.2.b.ii	Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3.NF.3.i.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.3.ii.b	Explain why the fractions are equivalent using a visual fraction model.

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Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

3.NF.3.ii.c

Recognize fractions, $\frac{a}{1}$ or $\frac{a}{a}$, that are equivalent to whole numbers. Express whole numbers as fractions, $\frac{a}{1}$ or $\frac{a}{a}$.

3.G.2.i

Partition shapes into parts with equal areas.

3.MD.1.i

Tell and write time to the nearest minute and measure time intervals in minutes.

3.MD.4.i

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.

3.MD.8.ii

Find an unknown side length.

3.G.1.i

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).

3.G.1.ii

Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
4.NBT.2.i	Read and write multi-digit whole numbers to the one millions place using base-ten numerals, word form, and expanded form.
4.NBT.2.ii	Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
4.OA.3.iii	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.5.ii	Identify apparent features of the pattern that were not explicit in the rule itself.
4.OA.2.ii	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
4.NBT.5.i	Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.
4.NBT.5.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6.i	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.
4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.1.i	Using visual fraction models, explain why a fraction

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.NF.3.b.i	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation.
4.NF.3.b.ii	Justify decompositions by using a visual fraction model or other strategies.
4.MD.4.i	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
4.NF.5.ii	Use this technique to add two fractions with respective denominators 10 and 100.
4.MD.1.ii	Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
4.MD.2.i	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.
4.MD.5.i	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
4.MD.6.ii	Using a protractor and ruler, draw angles of a specified measure.
4.G.1.i	Draw and label points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
4.G.3.iii	Draw lines of symmetry.
4.G.1.ii	Identify these in two-dimensional figures.

Success With Workbooks State Standards

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Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

4.G.2.i

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.

4.G.2.ii

Recognize right triangles as a category, and identify right triangles.

4.G.3.i

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

4.G.3.ii

Identify line-symmetric figures.

4.OA.5.i

Generate a number or shape pattern that follows a given rule.

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
5.NBT.6.i	Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
5.OA.4.i	Find all factor pairs for a whole number in the range 1-100.
5.OA.4.ii	Recognize that a whole number is a multiple of each of its factors.
5.NF.5.b.i	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case)
5.NF.5.b.ii	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.5.c	Relating the principle of fraction equivalence
6.A	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

7.A

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression

5.OA.3.i

Generate two numerical patterns using two given rules.

5.OA.3.ii

Identify apparent relationships between corresponding terms.

5.OA.3.iii

Form ordered pairs consisting of corresponding terms from the two patterns.

5.OA.3.iv

Graph the ordered pairs on a coordinate plane.

5.OA.3.v

Use the graph to verify relationships.

5.NBT.2.ii

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

5.NBT.2.i

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.

5.NBT.7.i

Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, add, subtract, multiply, and divide decimals to hundredths.

5.NBT.7.ii

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

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

5.MD.1.i

Convert among different-sized standard measurement units within a given measurement system.

5.MD.1.ii

Use these conversions in solving multi-step, real world problems.

5.NF.4.b.i

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.

5.G.1.ii

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (x-coordinate and x-axis, y-coordinate and y-axis).

5.G.2.i

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.

5.G.2.ii

Interpret coordinate values of points in the context of the situation.

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
7.A	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression
3.NF.1.i	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts.
3.NF.1.ii	Understand a fraction a/b as the quantity formed by “ a ” parts of size $1/b$.
3.NF.2.a.i	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.
3.NF.2.a.ii	Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
3.NF.2.b.i	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0.
3.NF.2.b.ii	Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3.NF.3.ii.b	Explain why the fractions are equivalent using a visual fraction model.
3.NF.3.ii.c	Recognize fractions, $a/1$ or a/a , that are equivalent to whole numbers. Express whole numbers as fractions, $a/1$ or a/a .

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.NF.3.ii.d

Compare two fractions with the same numerator or the same denominator by reasoning about their size.

3.NF.3.ii.e

Recognize that comparisons are valid only when the two fractions refer to the same whole.

3.NF.3.ii.f

Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions by using a visual fraction model.

3.MD.1.i

Tell and write time to the nearest minute and measure time intervals in minutes.

3.MD.2.i

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).

3.MD.3.i

Draw scaled picture graphs and scaled bar graphs to represent data sets with several categories.

3.MD.3.ii

Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

3.MD.8.iii

Exhibit rectangles with the same perimeter and different area or with the same area and different perimeters.

3.G.1.i

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).

3.G.1.ii

Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.

Success With Workbooks State Standards

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Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.G.2.i

Partition shapes into parts with equal areas.

3.G.2.ii

Express the area of each part as a unit fraction of the whole.

4.A

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

3.OA.8.i

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.

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
4.OA.3.iii	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.OA.4.i	Find all factor pairs for a whole number in the range 1-36.
4.OA.4.ii	Recognize that a whole number is a multiple of each of its factors.
4.OA.5.i	Generate a number or shape pattern that follows a given rule.
4.OA.5.ii	Identify apparent features of the pattern that were not explicit in the rule itself.
4.NBT.2.i	Read and write multi-digit whole numbers to the one millions place using base-ten numerals, word form, and expanded form.
4.NF.2.i	By creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$, compare two fractions with different numerators and different denominators.
4.NF.2.ii	Recognize that comparisons are valid only when the two fractions refer to the same whole.
4.NF.2.iii	Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
4.MD.1.ii	Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.
4.MD.6.ii	Using a protractor and ruler, draw angles of a specified measure.

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Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.G.1.i	Draw and label points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.
4.G.1.ii	Identify these in two-dimensional figures.
4.G.2.i	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size.
4.G.2.ii	Recognize right triangles as a category, and identify right triangles.
4.G.3.i	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.
4.G.3.ii	Identify line-symmetric figures.
4.G.3.iii	Draw lines of symmetry.
2.A	Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
4.OA.1.i	Interpret a multiplication equation as a comparison.

Success With Workbooks State Standards

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Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.OA.1.ii	Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2.i	Use drawings and equations with a symbol for the unknown number (variable) to represent the problem.
4.OA.2.ii	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
4.OA.3.i	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.
4.NBT.5.i	Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.
4.NBT.5.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6.i	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.
4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NF.5.ii	Use this technique to add two fractions with respective denominators 10 and 100.
4.MD.2.i	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.

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

Alignment ID

Alignment Text

4.MD.4.ii

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

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**

6.A	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
5.OA.3.i	Generate two numerical patterns using two given rules.
5.OA.3.ii	Identify apparent relationships between corresponding terms.
5.OA.3.iii	Form ordered pairs consisting of corresponding terms from the two patterns.
5.OA.3.iv	Graph the ordered pairs on a coordinate plane.
5.OA.3.v	Use the graph to verify relationships.
5.OA.4.i	Find all factor pairs for a whole number in the range 1-100.
5.OA.4.ii	Recognize that a whole number is a multiple of each of its factors.
5.OA.4.iii	Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

5.NBT.6.i

Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

5.MD.5.b

Represent threefold whole-number products as volumes to represent the associative property of multiplication.

5.A

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

5.NF.4.b.i

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.

5.MD.1.i

Convert among different-sized standard measurement units within a given measurement system.

5.MD.1.ii

Use these conversions in solving multi-step, real world problems.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
5.NBT.2.i	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
5.NBT.2.ii	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
5.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
5.NBT.7.i	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, add, subtract, multiply, and divide decimals to hundredths.
5.NBT.7.ii	Relate the strategy to a written method and explain the reasoning used.
5.NF.2.i	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models and equations to represent the problem.
5.NF.5.b.i	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case)
5.NF.5.b.ii	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.5.c	Relating the principle of fraction equivalence

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

5.G.1.ii

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (x-coordinate and x-axis, y-coordinate and y-axis).

5.G.2.i

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane.

5.G.2.ii

Interpret coordinate values of points in the context of the situation.

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

Alignment ID

Alignment Text

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

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- 6.A Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
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- 6.NS.4.ii Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
-
- 6.NS.6.ii.c.i Find and position integers and other rational numbers on a horizontal or vertical number line diagram.
-
- 5.A Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.
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054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

6.RP.3.d.i

Use ratio reasoning to convert measurement units.

6.G.1.i

Based on prior knowledge of area of rectangles, decompose or compose triangles to find the area of a triangle.

6.G.1.ii

Using knowledge of area of triangles and rectangles, compose and/or decompose triangles, special quadrilaterals, and polygons to find their areas.

6.G.1.iii

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

3.A

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counter examples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

6.RP.3.c.i

Find a percent of a quantity as a rate per 100.

6.RP.3.c.ii

Solve problems involving finding the whole, given a part and the percent.

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

Alignment ID

Alignment Text

6.NS.6.ii.b.i

Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.

6.NS.6.ii.b.ii

Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.6.ii.c.ii

Find and position pairs of integers and other rational numbers on a coordinate plane.

6.G.3.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**

RI.6	Distinguish their own point of view from that of the author of a text.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.12	Read and comprehend complex literary and informational texts independently and proficiently.
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.
RL.2	Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.5	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.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI.1	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
RI.2	Determine the main idea of a text and recount the key details to explain how they support the main idea.
RI.3	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.
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

RF.4.b

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

RF.4.c

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

L.4.a

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

L.4.b

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

L.4.c

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

L.5.a

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

L.5.b

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

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.5	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.
RL.9	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.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.12	Read and comprehend complex literary and informational texts independently and proficiently.
RL.1	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
RL.2	Determine a theme of a story (e.g., myths and various literary texts), dramas, or poems from details in the text.
RL.3	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).

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

RL.4	Determine the allusions in meaning of words and phrases as they are used in a text, including, but not limited to significant characters found in mythology.
RL.7	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 (e.g., book, movie, play, poetry, song).
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.
RI.1	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
RI.2	Determine the main idea of a text and explain how it is supported by key details.
RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.5	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.
RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.
RL.2	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.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.12	Read and comprehend complex literary and informational texts independently and proficiently.

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
RL.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.7	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).
RI.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
RI.2	Determine two or more main ideas of a text and explain how they are supported by key details.
RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) 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
RI.7	Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.
RL.10	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.
RL.7	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 watch or listen.
RL.9	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.
RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.9	Analyze the relationship between a primary and secondary source on the same topic.
RST.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA.R.12	Read and comprehend complex literary and informational texts independently and proficiently.
RL.1.a	Cite textual evidence to support analysis of what the text says explicitly.
RL.1.b	Cite textual evidence to support inferences drawn from the text.
RL.2	Determine a theme or central idea of a text and explain how it is conveyed through particular details.
RL.4	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.
RI.1.a	Cite textual evidence to support analysis of what the text says explicitly.
RI.1.b	Cite textual evidence to support inferences drawn from the text.
RI.1.c	Provide an objective (excluding personal opinions or judgments) summary of the text.
RI.2	Determine a central idea of a text and explain how it is conveyed through particular details.
RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RI.5	Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.9	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).
RI.10	By the end of grade 6, read and comprehend grade-level appropriate literature, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.
L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.5.a	Interpret figures of speech in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)
L.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
L.1.2.k	Use question words (interrogatives).
L.2.b	Use end punctuation for sentences.
L.2.2.k	Use end punctuation for sentences.
L.2.3.p	Recognize and name end punctuation.
L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2.l	Produce complete sentences in shared language activities.
L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.b	Use common, proper, and possessive nouns.
L.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.f	Use frequently occurring adjectives.
L.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
L.1.h	Use determiners (e.g., articles, demonstratives).
L.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.2.m	Common and proper nouns.
L.1.2.o	Use frequently occurring adjectives.
L.1.2.p	Use articles.
L.1.3.r	Use frequently occurring conjunctions (and, or, but).
L.1.3.s	Use prepositions.
L.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.2.a	Capitalize dates and names of people.
RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.2.1.a	Capitalize dates and names of people.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

L.2.1.c

Capitalize holidays, product names, and geographic names.

L.2.1.gCapitalize important words in titles.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
L.2.a	Capitalize holidays, product names, and geographic names.
L.2.3.p	Capitalize dates and names of people.
L.2.3.u	Capitalize holidays, product names, and geographic names.
L.2.3.v	Capitalize important words in titles.
L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.1.3.z	Use personal, possessive, and indefinite pronouns.
L.1.3.t	Use question words (interrogatives).
L.1.3.v	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.1.a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.2.p	Produce compound sentences.
L.1.3.u	Produce complete sentences in shared language activities.
L.2.3.q	Use end punctuation for sentences.

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
L.1.2.r	Form and use regular and irregular plural nouns.
L.1.3.w	Common and proper nouns.
L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.1.i	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
L.1.2.s	Use demonstratives (that, those, these, this).
L.1.3.aa	Use frequently occurring adjectives.
L.1.3.cc	Use adjectives depending on what is to be modified.
L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.1.c	Use commas and quotation marks to mark direct speech and quotations from a text.
L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2.i	Use an apostrophe to form contractions and frequently occurring possessives.
L.1.2.o	Ensure subject verb-agreement.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
L.1.2.q	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
L.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.1.1.e	Form and use the past tense of frequently occurring irregular verbs.
L.1.1.f	Use verbs to convey a sense of past, present, and future.
L.1.1.g	Form and use regular and irregular verbs.
L.1.3.y	Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID

Alignment Text

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

L.1.2.i	Use regular plural nouns orally by adding /s/ or /es/.
L.1.b	Form and use regular and irregular plural nouns.
L.1.2.j	Form and use regular and irregular plural nouns.
L.1.1.d	Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.1.2.f	Ensure subject verb-agreement.
L.1.3.q	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.2.n	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
L.1.2.l	Use possessive nouns.
L.1.3.v	Use demonstratives (that, those, these, this).
L.1.i	Produce simple, compound, and complex sentences.

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0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
L.1.1.a	Produce complex and compound-complex sentences.
L.1.2.g	Produce compound sentences.
L.2.d	Form and use possessives.
L.2.1.b	Form and use possessives.
L.2.2.l	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.b	Use commas in addresses.
L.2.c	Use commas and quotation marks in dialogue.
L.2.1.a	Use commas and quotation marks in dialogue.
L.2.1.d	Use commas and quotation marks to mark direct speech and quotations from a text.
L.2.1.e	Use a comma before a coordinating conjunction in a compound sentence.
L.2.1.f	Use punctuation to separate items in a series.
L.2.1.g	Use a comma to separate an introductory element from the rest of a sentence.
L.2.1.h	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?).

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Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
L.2.1.i	Use underlining, quotation marks, or italics to indicate titles of works.
L.2.2.k	Use commas in greetings and closings of letters.
L.2.2.n	Use commas in addresses.
L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.1.d	Form and use regular and irregular verbs.
L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
L.1.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.1.c	Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
L.1.2.m	Form and use regular and irregular verbs.
L.1.3.s	Form and use the past tense of frequently occurring irregular verbs.
L.1.3.t	Use verbs to convey a sense of past, present, and future.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	Scholastic Success With Grammar: Grade 4
L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.2.j	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.1.1.a	Rearrange complete simple and compound sentences of a variety of lengths.
L.1.1.h	Use coordinating and subordinating conjunctions.
L.1.1.i	Explain the function of coordinating conjunctions.
L.1.2.k	Produce complex and compound-complex sentences.
L.1.3.r	Produce compound sentences.
L.2.2.h	Use a comma before a coordinating conjunction in a compound sentence.
L.1.3.s	Use regular plural nouns orally by adding /s/ or /es/.
L.2.1.b	Form and use possessives.
L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.1.c	Explain and use linking verbs.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
L.1.2.o	Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.3.t	Form and use regular and irregular plural nouns.
L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.1.d	Use verb tense to convey various times and sequences.
L.1.2.m	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.2.n	Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
L.1.3.v	Form and use regular and irregular verbs.
L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.1.3.w	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
L.1.3.x	Explain the function of an adjective.
L.1.e	Form and use prepositional phrases.
L.1.3.z	Form and use prepositional phrases.
L.1.3.q	Ensure subject verb-agreement.

Success With Workbooks State Standards

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Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.2.1.a	Use commas and quotation marks in dialogue.
L.2.1.e	Use underlining, quotation marks, or italics to indicate titles of works.
L.2.2.g	Use commas and quotation marks to mark direct speech and quotations from a text.
L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.1.1.f	Use relative adverbs (where, when, why).
L.1.3.y	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	Scholastic Success With Grammar: Grade 5
L.1.1.a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.1.b	Produce complex and compound-complex sentences.
L.1.1.c	Rearrange complete simple and compound sentences of a variety of lengths.
L.1.1.k	Use coordinating and subordinating conjunctions.
L.1.1.l	Explain the function of coordinating conjunctions.
L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.1.2.m	Use possessive nouns.
L.1.2.n	Explain the function of a noun.
L.1.d	Recognize and correct inappropriate shifts in verb tense.
L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.1.1.e	Explain and use linking verbs.
L.1.1.f	Use verb tense to convey various times and sequences.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
L.1.2.o	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.2.p	Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
L.1.2.q	Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.2.r	Explain the function of a verb.
L.1.1.d	Ensure pronoun-antecedent agreement.
L.1.1.g	Use relative pronouns (who, whose, whom, which, that).
L.2.2.d	Form and use possessives.
L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
L.2.2.g	Use underlining, quotation marks, or italics to indicate titles of works.
L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.2.a	Use punctuation to separate items in a series.
L.2.b	Use a comma to separate an introductory element from the rest of the sentence.

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Scholastic Success With Grammar: Grade 5

Alignment ID

Alignment Text

L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.2.1.a	Use commas and quotation marks in dialogue.
L.2.2.f	Use a comma to separate an introductory element from the rest of a sentence.
L.1.1.h	Use relative adverbs (where, when, why).

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
0545200725	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4
4.OA.2.i	Use drawings and equations with a symbol for the unknown number (variable) to represent the problem.
4.OA.2.ii	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
4.NBT.5.i	Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.
4.NBT.5.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6.i	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.
4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Success With Workbooks State Standards

0545201012

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

Alignment ID	Alignment Text
0545201012	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5
5.MD.5.b	Represent threefold whole-number products as volumes to represent the associative property of multiplication.
5.NBT.6.i	Using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division, find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
5.NBT.2.i	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10.
5.NBT.2.ii	Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
5.NBT.7.i	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, add, subtract, multiply, and divide decimals to hundredths.
5.NBT.7.ii	Relate the strategy to a written method and explain the reasoning used.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.OA.6.i

Use strategies to add and subtract within 20.

1.OA.6.ii

Fluently add and subtract within 10.

1.NBT.4.i.a

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

1.NBT.4.i.b

Add a two-digit number and a multiple of 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**

2.NBT.7.i

Demonstrate understanding of place value within 1000 when adding and subtracting three-digit numbers.

2.NBT.7.ii

Use concrete models or drawings and strategies based on place value, properties of operation, and/or the relationship between addition and subtraction to add and subtract within 1000.

2.NBT.7.iii

Use a written method to explain the strategy.

2.MD.6.i

Represent whole numbers on a number line diagram with equally spaced points.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.1.a

Print all upper- and lowercase letters.

L.1.3.q

Uppercase and lowercase letters.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	Scholastic Success With Fractions & Decimals: Grade 5
5.NF.2.ii	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
5.NF.3.i	Interpret a fraction as division of the numerator by the denominator (
5.NF.4.b.i	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
5.NF.4.b.ii	Multiply fractional side lengths to find areas of rectangles.
5.NF.4.b.iii	Represent fraction products as rectangular areas.
5.MD.2.i	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
5.NF.3.ii	Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models and equations to represent the problem.
5.NF.2.i	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, by using visual fraction models and equations to represent the problem.
5.NF.5.b.i	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case)

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID

Alignment Text

5.NF.5.b.ii

Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.

5.NF.5.c

Relating the principle of fraction equivalence

5.NBT.2.ii

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

5.NBT.7.i

Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, add, subtract, multiply, and divide decimals to hundredths.

5.NBT.7.ii

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

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	Scholastic Success With Fractions: Grade 4
4.MD.4.i	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
4.NF.3.b.ii	Justify decompositions by using a visual fraction model or other strategies.
4.NF.5.i	Express a fraction with denominator 10 as an equivalent fraction with denominator 100.
4.NF.1.i	Using visual fraction models, explain why a fraction
4.NF.2.i	By creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$, compare two fractions with different numerators and different denominators.
4.NF.2.ii	Recognize that comparisons are valid only when the two fractions refer to the same whole.
4.NF.2.iii	Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
4.NF.3.b.i	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation.
4.NF.5.ii	Use this technique to add two fractions with respective denominators 10 and 100.

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**

3.G.2.i

Partition shapes into parts with equal areas.

3.OA.8.i

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.

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**

3.OA.8.i	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.
4.OA.2.i	Use drawings and equations with a symbol for the unknown number (variable) to represent the problem.
4.OA.2.ii	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.
4.NBT.5.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6.ii	Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.OA.4.ii	Recognize that a whole number is a multiple of each of its factors.
4.OA.4.iii	Determine whether a given whole number in the range 1-36 is a multiple of a given one-digit number.
4.NBT.5.i	Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
K.G.4	Compare and classify two-dimensional shapes (squares, circles, triangles, rectangles) of different sizes and orientations, using informal language to describe their similarities, differences, and attributes.
B.4	Compare, classify (sort), and seriate (order) two and three dimensional shapes based upon one or more attributes (e.g., line, sides, corners, size, shape, color)
K.CC.1.i	Count to 100 by ones and by tens.
K.CC.2.i	Count forward beginning from a given number within 100.
K.CC.3.i	Write numbers sequentially from 0 to 20.
6.A	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
7.A	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
D.3	Demonstrate understanding of patterns (e.g., ababab and see A.4.)
D.4	Recognize, describe, and replicate patterns of objects, sounds, and movements
D.5	Predict and extend patterns of objects, sounds and movements
A.10	Use mathematical vocabulary to compare groups of objects and numerals (e.g., same, larger than, smaller than)
C.8	Demonstrate understanding that different sized containers will hold more or less (note: keep Piaget's developmental conservation tasks in mind)
K.CC.5.a	Tell how many objects up to 20 are in an arranged pattern (e.g., a line or an array) or up to 10 objects in a scattered configuration.
K.CC.5.c	Given a number from 1-20, count out that many objects.
A.1.e	One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)
A.7.b	Rational counting (e.g., meaningful counting)
A.7.c	Counting-on (e.g., after 4 comes...)
A.11	Know that the quantity of objects can change by adding or taking away objects

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	Ask and answer questions about key/supporting details in a text before, during, and after reading.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.2	Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea.
RI.2	Identify the main topic and retell key/supporting details of a text.
RI.7	Use the photographs or illustrations and details in a text to describe its key ideas.
RI.8	Identify the reasons an author gives to support points in a text.
CCRA.R.4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.5.c	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

RF.4.c

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

RL.4

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

RL.10

Read prose and poetry on grade level proficiently and independently.

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
L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.2	Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic.
RI.8	Describe how reasons support specific points the author makes in a text.
SL.2	Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media.
CCRA.R.4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
L.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.3.a	Compare formal and informal uses of English (e.g., texting vs. presentation vs. conversation style).
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCRA.R.12	Read and comprehend complex literary and informational texts independently and proficiently.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

RL.1	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading.
RL.2	Recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral.
RL.3	Describe settings and how characters in a story, respond to major events and challenges.
RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.10	By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently.

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
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.2	Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RI.2	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CCRA.R.6	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.L.5	Demonstrate understanding of word relationships and nuances in word meanings.
RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RI.3	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.
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.5	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.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.
RF.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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
RL.4	Determine the allusions in meaning of words and phrases as they are used in a text, including, but not limited to significant characters found in mythology.
RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
RI.5	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.
CCRA.R.11	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.8	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.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RL.1	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
RI.1	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.

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

CCRA.R.11

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.2

Determine two or more main ideas of a text and explain how they are supported by key details.

RI.8

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

L.3.b

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

RL.4

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

RI.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RF.4.c

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

L.4.a

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

L.6

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

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

RL.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.1	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
RI.5	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.
CCRA.R.8	Assess how point of view or purpose shapes the content and style of a text.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
L.2.a	Capitalize dates and names of people.
L.2.1.a	Capitalize dates and names of people.
L.2.1.c	Capitalize holidays, product names, and geographic names.
L.2.b	Use end punctuation for sentences.
L.2.2.k	Use end punctuation for sentences.
L.2.3.p	Recognize and name end punctuation.
CCRA.R.7	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
SL.6	Speak in complete sentences when appropriate to task and situation.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
L.1.1.a	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2.l	Produce complete sentences in shared language activities.
L.1.f	Use frequently occurring adjectives.
L.1.h	Use determiners (e.g., articles, demonstratives).
L.1.1.i	Use adjectives depending on what is to be modified.
L.1.2.o	Use frequently occurring adjectives.
L.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CCRA.R.4	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
W.3.a	Recount two or more appropriately sequenced events.
W.3.c	Use transitional words to signal event order.
RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

W.1

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.

W.1.a

Introduce the topic or name the book they are writing about.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
L.2.3.p	Capitalize dates and names of people.
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCRA.R.7	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.1.i	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
L.1.2.s	Use demonstratives (that, those, these, this).
L.1.3.aa	Use frequently occurring adjectives.
L.1.3.cc	Use adjectives depending on what is to be modified.
L.6	Use words and phrases acquired through conversations, reading, 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).

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.1.1.a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.2.p	Produce compound sentences.
L.1.3.u	Produce complete sentences in shared language activities.
L.1.3.v	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.2.2.n	Use punctuation to separate items in a series.
L.2.3.r	Use commas in dates and to separate single words in a series.
L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.1.1.e	Form and use the past tense of frequently occurring irregular verbs.
L.1.1.f	Use verbs to convey a sense of past, present, and future.
L.1.3.y	Form and use the simple verb tenses (e.g., I walked, I walk; I will walk).
L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
W.3.a	Recount a well-elaborated event or short sequence of events.
W.3.c	Use transitional words to signal event order.
RL.3	Describe settings and how characters in a story, respond to major events and challenges.
RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
W.3.b	Include details to describe actions, thoughts, and feelings.
L.2.3.q	Use end punctuation for sentences.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
L.1.i	Produce simple, compound, and complex sentences.
L.1.1.a	Produce complex and compound-complex sentences.
L.1.2.g	Produce compound sentences.
L.1.2.h	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.1.2.n	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
L.1.3.v	Use demonstratives (that, those, these, this).

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID

Alignment Text

W.3.b

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

L.2.c

Use commas and quotation marks in dialogue.

L.2.1.a

Use commas and quotation marks in dialogue.

L.2.1.d

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

L.2.1.f

Use punctuation to separate items in a series.

L.2.1.i

Use underlining, quotation marks, or italics to indicate titles of works.

W.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
L.2.a	Use correct capitalization.
L.1.2.k	Produce complex and compound-complex sentences.
L.1.3.r	Produce compound sentences.
L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.2.1.d	Use a comma to separate an introductory element from the rest of a sentence.
L.2.2.h	Use a comma before a coordinating conjunction in a compound sentence.
L.2.2.i	Use punctuation to separate items in a series.
L.2.2.j	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.1.1.a	Rearrange complete simple and compound sentences of a variety of lengths.
L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.1.2.j	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.5	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
W.1.b	Provide reasons that are supported by facts and details.
W.1.c	Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).
W.1.d	Provide a concluding statement or section related to the opinion presented.
W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.2.c	Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).
W.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.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.
L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.1.3.w	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
L.1.3.x	Explain the function of an adjective.
L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.1.c	Explain and use linking verbs.
L.1.1.d	Use verb tense to convey various times and sequences.
L.1.2.m	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.1.2.n	Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.
L.1.2.o	Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.1.3.v	Form and use regular and irregular verbs.
L.3.a	Choose words and phrases to convey ideas precisely.
L.3.b	Choose punctuation for effect.
L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Success With Workbooks State Standards

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.2.1.a	Use commas and quotation marks in dialogue.
L.2.1.e	Use underlining, quotation marks, or italics to indicate titles of works.
L.2.2.g	Use commas and quotation marks to mark direct speech and quotations from a text.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
L.1.1.d	Ensure pronoun-antecedent agreement.
L.2.2.e	Use correct capitalization overall.
L.2.a	Use punctuation to separate items in a series.
L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
L.2.2.f	Use a comma to separate an introductory element from the rest of a sentence.
L.1.1.k	Use coordinating and subordinating conjunctions.
L.1.1.l	Explain the function of coordinating conjunctions.
L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.1.1.a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
L.1.1.b	Produce complex and compound-complex sentences.
L.1.1.c	Rearrange complete simple and compound sentences of a variety of lengths.
W.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.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.
W.1.b	Provide logically ordered reasons that are supported by facts and details.
W.1.c	Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically).
W.1.d	Provide a concluding statement or section related to the opinion presented.
W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCRA.R.5	Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

W.2.a

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.3.b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

L.2.1.a

Use commas and quotation marks in dialogue.

L.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

RL.4

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

L.5.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**

L.1.a

Print all upper- and lowercase letters.

L.1.3.q

Uppercase and lowercase letters.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

RF.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.3.d	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.3.e	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LL.2.5.a	Identifies and discriminates between words.