

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

R:ERS:K:2.1

Distinguishing between printed letters and words

R:WID:K:1.5

Recognizing and naming all upper and lower case letters

18

begin to recognize and form meaningful letters and words.

EL.1.6.1

Identify parts of books such as cover, first page, and title

EL.2.1.1

Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!")

EL.2.1.2

Begin to associate sounds with words or letters

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0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
EN.1.1.1	Show an interest in counting 1 to 10, may hold up fingers to indicate quantity
EN.1.1.1.e	Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)
EN.1.1.2.a	Begin to recognize and attempt to write numerals up to 10
EN.1.1.1.b	Demonstrate understanding of one-to-one correspondence
EN.1.1.1.c	Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")
EN.1.1.1.d	Count objects in two different collections (up to ten in each) to determine which is the larger one
EN.1.1.1.f	Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.")
EL.1.2.1	Relate or retell stories with more parts
EN.6.1.1	Can remember and describe daily sequence of events
EN.4.1.1	Order or sequence several objects based on one characteristic
EN.2.1.1	Use words that show understanding of order and position of objects

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
EN.3.1.1	Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, "You're 40 cubes tall.")
15	understand that symbols may be used to communicate;
R:V:K:2.3	Organizing words by category (e.g., sorting pictures or objects into groups)
EN.5.1.1	Sort objects or people into subgroups by one attribute
EN.2.1.2	Identify and name common shapes
EN.2.1.3	Describes basic features of shapes (E.g. Finnley says, "This triangle has three sides and this square has four sides.")
EN.2.1.4	Compare the shape of two objects (E.g. Reanna draws two round shapes and says, "This one is an oval and this one is a circle.")
R:V:K:2.1	Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words
R:ERS:K:2.1	Distinguishing between printed letters and words
R:WID:K:1.5	Recognizing and naming all upper and lower case letters
18	begin to recognize and form meaningful letters and words.
EL.1.6.1	Identify parts of books such as cover, first page, and title

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Scholastic Success With Basic Concepts

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EL.2.1.1

Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!")

EL.2.1.2

Begin to associate sounds with words or letters

R:ERS:K:1.5

Recognizing pairs of rhyming words

EL.1.5.1

Listen to and recognize different sounds in rhymes, songs and familiar words (E.g. When the teacher sings, "Willaby wallaby Wecca an elephant sat on...", Becca shouts, "Becca!")

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054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
R:ERS:K:1.5	Recognizing pairs of rhyming words
EL.1.5.1	Listen to and recognize different sounds in rhymes, songs and familiar words (E.g. When the teacher sings, "Willaby wallaby Wecca an elephant sat on...", Becca shouts, "Becca!")
EL.1.5.3	Can distinguish the beginning sounds of some words
EL.1.2.1	Relate or retell stories with more parts
LD.4.1.1	Use increasingly complex and varied vocabulary and language
LD.4.1.2	Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, "The end", when she finishes her snack.)
R:WID:K:1.4	Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)
R:V:K:1.1	Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)
R:V:K:2.1	Identifying synonyms and antonyms (e.g., big/large; hot/cold) to connect new words to known words
R:V:K:2.2	Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as: over, between, after, behind)
R:V:K:2.3	Organizing words by category (e.g., sorting pictures or objects into groups)

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

R:RS:K:1.2

Using pictures, syntax or repetitive language patterns to help predict upcoming words

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
R:ERS:K:1.5	Recognizing pairs of rhyming words
10	play with sounds of spoken language including letter sounds, rhymes and words;
EL.1.5.1	Listen to and recognize different sounds in rhymes, songs and familiar words (E.g. When the teacher sings, "Willaby wallaby Wecca an elephant sat on...", Becca shouts, "Becca!")
R:ERS:K:2.1	Distinguishing between printed letters and words
R:WID:K:1.1	Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds
R:WID:K:1.5	Recognizing and naming all upper and lower case letters
R:WID:K:1.6	Identifying the primary sounds represented by most letters (sound-symbol correspondence)
18	begin to recognize and form meaningful letters and words.
EL.1.5.3	Can distinguish the beginning sounds of some words
EL.1.6.1	Identify parts of books such as cover, first page, and title
EL.2.1.1	Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!")

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Scholastic Success With Consonants

Alignment ID

Alignment Text

EL.2.1.2

Begin to associate sounds with words or letters

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0545201136

Scholastic Success With Vowels

Alignment ID

Alignment Text

0545201136**Scholastic Success With Vowels**

EL.2.1.1	Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”)
R:ERS:K:2.1	Distinguishing between printed letters and words
R:WID:K:1.1	Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds
R:WID:K:1.5	Recognizing and naming all upper and lower case letters
R:WID:K:1.6	Identifying the primary sounds represented by most letters (sound-symbol correspondence)
18	begin to recognize and form meaningful letters and words.
EL.2.1.2	Begin to associate sounds with words or letters

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0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

0545201039**Scholastic Success With Reading Tests: Grade 3**

R-3-7.1	Obtaining information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)
R:IT:3:1.1	Obtaining information, from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)
R-3-4.2	Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
R:V:3:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-3-7.2	Using information from the text to answer questions related to explicitly stated main/central ideas or details
R-3-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
R:LT:3:1.3	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information
R:LT:3:1.4	Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)
R-3-8.1	Connecting information within a text

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
R-3-8.2	Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
R-3-8.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
R-3-8.4	Distinguishing fact from opinion
R-3-8.5	Making inferences about causes or effects
R:LT:3:2.7	Recognizing explicitly stated causes or effects
R:IT:3:1.2	Using information from the text to answer questions related to explicitly stated main/central ideas or details
R:IT:3:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
R:IT:3:1.4	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
R:IT:3:1.5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, children's magazines, content trade books, textbooks, children's newspapers; and practical/functional texts: book orders, procedures, instructions, announcements, invitations)
R:IT:3:2.1	Connecting information within a text

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
R:IT:3:2.2	Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
R:IT:3:2.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
R:IT:3:2.4	Distinguishing fact from opinion
R:IT:3:2.5	Making inferences about causes or effects
R:RS:3:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues)
R:RS:3:2.1	Using strategies before, during, and after reading literary and informational text.
R:B:3:1.2	Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)
W-3-3.2	Making inferences about content, events, characters, or setting
W:RC:3:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts
W:OC:3:1.2	Understanding content to summarize and question about what has been presented (e.g., stories, songs, or poems)

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Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

R-3-2.1

Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R-3-3.1

Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words

R-3-3.2

Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings

R:V:3:2.1

Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words

R:V:3:2.2

Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings

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Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
R-4-5.5	Identifying author’s message or theme
R:LT:4:2.5	Identifying author’s message or theme
R-4-4.1	Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R-4-4.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-4-5.3	Making inferences about problem, conflict, or solution
R:V:4:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-4-7.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
R-4-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
R:LT:4:1.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R:LT:4:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-4-8.1	Connecting information within a text or across texts

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
R:LT:4:1.3	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information
R-4-8.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling)
R:LT:4:1.4	Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction)
R-4-8.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant
R-4-8.4	Distinguishing fact from opinion
R-4-8.5	Making inferences about causes or effects
R:LT:4:2.3	Making inferences about problem, conflict, or solution
R:IT:4:1.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
R:IT:4:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
R:IT:4:1.4	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.

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Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

R:IT:4:1.5

Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)

R:IT:4:2.1

Connecting information within a text or across texts

R:IT:4:2.2

Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

R:IT:4:2.3

Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant

R:IT:4:2.4

Distinguishing fact from opinion

R:IT:4:2.5

Making inferences about causes or effects

R:RS:4:1.1

Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues)

R:RS:4:2.1

Using strategies before, during, and after reading literary and informational text.

R:B:4:1.2

Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)

W-4-3.2

Making inferences about content, events, characters, setting, or common themes

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Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
W:RC:4:1.2	Summarizing ideas
W:RC:4:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts
R-4-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-4-3.1	Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning
R-4-3.2	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
R:V:4:2.1	Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
R:V:4:2.2	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

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0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

0545201098

Scholastic Success With Reading Tests: Grade 5

R-5-7.1	Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
R:IT:5:1.1a	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
R:IT:5:1.1b	Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations)
R-5-5.5	Identifying author’s message or theme (implied or stated, as in a fable)
R:LT:5:2.5	Identifying author’s message or theme (implied or stated, as in a fable)
R:B:5:1.3	Reading multiple texts for depth of understanding an author, a subject, a theme, or genre
R-5-6.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
R:LT:5:3.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
R-5-3.2	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
R-5-4.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

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Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
R-5-5.3	Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)
R:V:5:2.2	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
R-5-7.2	Using information from the text to answer questions related to main/central ideas or key details
R-5-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R:LT:5:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-5-8.1	Connecting information within a text or across texts
R-5-8.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
R:LT:5:1.3	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information
R-5-8.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
R-5-8.4	Distinguishing fact from opinion

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
R-5-8.5	Making inferences about causes or effects
R:LT:5:2.3	Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)
R:LT:5:4.2	Providing relevant details to support the conclusions made
R:IT:5:1.2	Using information from the text to answer questions related to main/central ideas or key details
R:IT:5:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R:IT:5:1.4	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
R:IT:5:1.5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
R:IT:5:2.1	Connecting information within a text or across texts
R:IT:5:2.3	Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
R:IT:5:2.4	Distinguishing fact from opinion

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
R:IT:5:2.5	Making inferences about causes or effects
R:RS:5:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues)
R:RS:5:2.1	Using strategies before, during, and after reading literary and informational text.
R:B:5:3.4	Using evidence to support conclusions
W-5-2.2	Summarizing key ideas
W:RC:5:1.2	Summarizing key ideas
W-5-3.2	Making inferences about the content, events, characters, setting, or common themes
W:RC:5:2.2	Making inferences about the content, events, characters, setting, or common themes
R-5-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-5-3.1	Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning
R:V:5:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R:V:5:2.1	Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

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**

R-6-7.1	Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
R:LT:6:1.4	Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends)
R:LT:6:3.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work
R:LT:6:3.2	Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms) to analyze literary works
R-6-3.2	Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
R-6-4.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-6-5.3	Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)
R:V:6:2.2	Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
R:LT:6:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R:LT:6:1.3	Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information
R-6-7.2	Using information from the text to answer questions related to main/central ideas or key details
R-6-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R-6-8.1	Connecting information within a text or across texts
R-6-8.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
R:LT:6:2.3	Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)
R-6-8.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
R-6-8.4	Distinguishing fact from opinion, and identifying possible bias/propaganda
R-6-8.5	Making inferences about causes or effects

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054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
R:LT:6:4.1	Comparing stories or other texts to related personal experience, prior knowledge, or to other books
R:LT:6:4.2	Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)
R:IT:6:1.1a	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
R:IT:6:1.1b	Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or transitional devices)
R:IT:6:1.2	Using information from the text to answer questions related to main/central ideas or key details
R:IT:6:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R:IT:6:1.4	Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information
R:IT:6:1.5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets)
R:IT:6:2.1	Connecting information within a text or across texts

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054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
R:IT:6:2.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
R:IT:6:2.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
R:IT:6:2.4	Distinguishing fact from opinion, and identifying possible bias/propaganda
R:IT:6:2.5	Making inferences about causes or effects
R:RS:6:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues)
R:RS:6:2.1	Using strategies before, during, and after reading literary and informational text.
R:B:6:1.2	Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts)
W:RC:6:1.2	Summarizing key ideas
W-6-3.2	Making inferences about content, events, characters, setting, or common themes and the relationship (s) among them
W:RC:6:2.2	Making inferences about content, events, characters, setting, or common themes and the relationship (s) among them

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

R-6-2.1

Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

R-6-3.1

Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, or simple

R:V:6:1.1

Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)

R:V:6:2.1

Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

R:ERS:1:2.5

Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)

W:RC:1:1.1

Representing understanding of text through pictures, "words," "sentences," or some combination

W:RC:1:2.1

Using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination)

W:SL:1:1.5

Distinguishing between letters, words, and sentences

W:SL:1:1.1

Writing recognizable short sentences

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W:C:2:1.2

Using capital letters for the beginning of sentences and names

W:C:2:1.4

Using correct end punctuation in simple sentences (e.g., period)

R:ERS:2:2.5

Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)

W:SL:2:1.1

Writing short sentences

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
W-3-9.2	Using capital letters for the beginning of sentences and names
W:C:3:1.2	Using capital letters for the beginning of sentences and names
W-3-1.1	Writing a variety of complete simple sentences
W:SL:3:1.1	Writing a variety of complete simple sentences
W-3-1.5	Recognizing complete sentences
W:SL:3:1.5	Recognizing complete sentences
W-3-9.4	Using end punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)
R:F&A:3:1.3	Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue
W:C:3:1.4	Using end punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W-4-1.1	Writing a variety of complete simple and compound sentences
W:SL:4:1.1	Writing a variety of complete simple and compound sentences
W-4-9.4	Using end punctuation correctly in a variety of sentence structures
W-4-9.2	Applying basic capitalization rules
W:C:4:1.2	Applying basic capitalization rules
W-4-9.1	Identifying grammatical errors, when given examples

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W-5-1.1	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
W:SL:5:1.1	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)
W-5-9.2	Applying basic capitalization rules
W:C:5:1.2	Applying basic capitalization rules
W-5-9.1	Identifying or correcting grammatical errors
W:C:5:1.1	Identifying or correcting grammatical errors
W:C:5:1.4	Using punctuation to clarify meaning
W-5-9.4	Using punctuation to clarify meaning

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
EN.2.1.2	Identify and name common shapes
EN.2.1.3	Describes basic features of shapes (E.g. Finnley says, "This triangle has three sides and this square has four sides.")
EN.1.1.1.e	Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)
EN.4.1.1	Extend simple patterns
EN.1.1.1.b	Demonstrate understanding of one-to-one correspondence
EN.1.1.1.d	Count objects in two different collections (up to ten in each) to determine which is the larger one
EN.1.1.1	Show an interest in counting 1 to 10, may hold up fingers to indicate quantity
EN.1.1.1.c	Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")
EN.1.1.1.f	Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.")
EN.5.1.1	Sort objects and count and compare the groups formed (E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.")

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

EN.2.1.1

Use words that show understanding of order and position of 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
R:LT:1:1.3	Generating questions before, during, and after reading
R:IT:1:1.4	Generating questions before, during, and after reading
R:RS:1:2.1	Using strategies while reading or listening to literary and informational text.
R:IT:1:2.2	Identifying the topic of the text or explaining the title
R:LT:1:2.3	Making basic inferences about the text
R:IT:1:2.3	Making basic inferences or drawing basic conclusions
R:V:1:2.3	Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)
R:LT:1:2.1	Making predictions about what might happen next, and telling why the prediction was made
R:RS:1:1.1	Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)
R:LT:1:1.4	Distinguishing between literary and informational texts
R:IT:1:1.5	Distinguishing between literary and informational texts

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

R:V:1:1.1

Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading)

R:V:1:2.2

Selecting appropriate words to use in context

R:LT:1:1.1

Identifying characters or setting in a story

R:LT:1:2.2

Identifying physical characteristics, personality traits, or possible motives of main characters

W:OC:1:1.2

Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences

R:B:1:1.1

Reading with frequency, including in-school, out-of-school, and summer reading

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
R:V:2:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hopeful;” or context clues, including illustrations and diagrams; or prior knowledge)
R-2-8.2	Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)
R:IT:2:2.2	Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)
R:LT:2:1.2a	Sequencing key events in order, as appropriate to text
R-2-5.3	Making basic inferences about problem or solution
R-2-8.3	Making basic inferences or drawing basic conclusions
R:LT:2:2.3	Making basic inferences about problem or solution
R:IT:2:2.3	Making basic inferences or drawing basic conclusions
R-2-3.1	Identifying synonyms or antonyms; or categorizing words
R:V:2:2.1	Identifying synonyms or antonyms; or categorizing words
R-2-5.1	Making logical predictions
R:LT:2:2.1	Making logical predictions

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
R:IT:2:1.5	Distinguishing among a variety of types of text (e.g., reference: beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers; and practical/functional/texts: procedures/instructions, announcements, book orders, invitations)
R-2-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge)
R-2-3.2	Selecting appropriate words to use in context, including words specific to the content of the text
R:V:2:2.2	Selecting appropriate words to use in context, including words specific to the content of the text
R:RS:2:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures], etc.)
R-2-8.5	Making inferences about causes or effects, when signal words are present
R:LT:2:2.7	Recognizing explicitly stated causes or effects
R:IT:2:2.5	Making inferences about causes or effects, when signal words are present
R-2-4.1	Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text
R-2-5.2	Identifying relevant physical characteristics or personality traits of main characters

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
R:LT:2:2.2	Identifying relevant physical characteristics or personality traits of main characters
R:LT:2:1.4	Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)
R:LT:2:1.5	Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue (e.g., "When I was young in the mountains...")
R:RS:2:2.1	Using strategies while reading or listening to literary and informational text.
R:B:2:1.2	Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)

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
R:LT:3:1.3	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information
R:IT:3:1.4	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.
R-3-7.2	Using information from the text to answer questions related to explicitly stated main/central ideas or details
R-3-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
R-3-8.2	Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
R:IT:3:1.2	Using information from the text to answer questions related to explicitly stated main/central ideas or details
R:IT:3:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
R:IT:3:2.2	Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
W:RC:3:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
R:LT:3:1.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
R:V:3:2.2	Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings
R-3-4.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
R-3-4.2	Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
R:LT:3:1.2	Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
R-3-3.2	Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings
R:V:3:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-3-8.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
R:IT:3:2.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
W-3-3.2	Making inferences about content, events, characters, or setting

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
R-3-3.1	Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words
R:V:3:2.1	Identifying synonyms, antonyms, or homonyms/homophones; or categorizing words
R-3-8.4	Distinguishing fact from opinion
R:IT:3:2.4	Distinguishing fact from opinion
R-3-5.1	Making logical predictions
R:LT:3:2.1	Making logical predictions
R:RS:3:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues)
R-3-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R:IT:3:1.5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, children’s magazines, content trade books, textbooks, children’s newspapers; and practical/functional texts: book orders, procedures, instructions, announcements, invitations)
R-3-5.3	Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
R-3-8.5	Making inferences about causes or effects

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
R:LT:3:2.3	Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)
R:LT:3:2.7	Recognizing explicitly stated causes or effects
R:IT:3:2.5	Making inferences about causes or effects
R:LT:3:1.4	Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)
W:OC:3:1.2	Understanding content to summarize and question about what has been presented (e.g., stories, songs, or poems)

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
R:IT:4:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
R-4-3.2	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
R:V:4:1.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-4-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R:IT:4:1.5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
R-4-4.1	Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R-4-5.2	Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters’ personality traits
R:LT:4:2.2	Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters’ personality traits
R-4-5.1	Making logical predictions

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
R:LT:4:2.1	Making logical predictions
R:RS:4:1.1	Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues)
R:LT:4:1.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R-4-5.3	Making inferences about problem, conflict, or solution
R-4-8.5	Making inferences about causes or effects
R:LT:4:2.3	Making inferences about problem, conflict, or solution
R:IT:4:2.5	Making inferences about causes or effects
R-4-7.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
R-4-8.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling)
R:IT:4:1.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
R:IT:4:2.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
W-4-3.2	Making inferences about content, events, characters, setting, or common themes
W:RC:4:1.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts
R-4-4.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-4-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
R:LT:4:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
W:RC:4:1.2	Summarizing ideas
R-4-8.4	Distinguishing fact from opinion
R:IT:4:2.4	Distinguishing fact from opinion
R-4-8.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

R:IT:4:2.3

Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant

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

R-5-7.2	Using information from the text to answer questions related to main/central ideas or key details
R-5-8.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
R:IT:5:1.2	Using information from the text to answer questions related to main/central ideas or key details
R:RS:5:2.1	Using strategies before, during, and after reading literary and informational text.
R-5-7.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R:IT:5:1.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R-5-4.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R:LT:5:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R-5-2.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R-5-3.2	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
R:V:5:2.2	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
R-5-5.1	Making logical predictions
R:LT:5:2.1	Making logical predictions
W-5-3.2	Making inferences about the content, events, characters, setting, or common themes
W:RC:5:2.2	Making inferences about the content, events, characters, setting, or common themes
W:OC:5:1.1	Following verbal instructions to perform specific tasks, to answer questions, or to solve problems
R:LT:5:4.2	Providing relevant details to support the conclusions made
R:B:5:3.4	Using evidence to support conclusions
R-5-8.5	Making inferences about causes or effects
R:LT:5:2.6	Identifying causes or effects, including possible motives of characters
R:IT:5:2.5	Making inferences about causes or effects
R-5-4.1	Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

R-5-5.2

Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time

R-5-5.3

Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)

R:LT:5:2.2

Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time

R:LT:5:2.3

Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)

R-5-8.4

Distinguishing fact from opinion

R:IT:5:2.4

Distinguishing fact from opinion

R-5-8.3

Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant

R:IT:5:2.3

Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
R:ERS:1:2.5	Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)
W:SL:1:1.1	Writing recognizable short sentences
W:OC:1:1.2	Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences
W:IW:1:1.3	Listing steps of a procedure in a logical order, with instructional support
R:ERS:1:2.4	Identifying title, author, illustrator
R:IT:1:1.1	Obtaining information, using text features (e.g., title and illustration)
R:IT:1:2.2	Identifying the topic of the text or explaining the title
R:LT:1:1.2b	Retelling the beginning, middle, and end of a story
W:EW:1:1.1	Creating an understandable story line, when given a structure (may take form of words or pictures or some combination)

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
W:C:2:1.2	Using capital letters for the beginning of sentences and names
R:ERS:2:2.5	Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)
W:C:2:1.4	Using correct end punctuation in simple sentences (e.g., period)
W:SL:2:1.1	Writing short sentences
W:IW:2:1.3	Listing steps of a procedure in a logical order
R-2-4.1	Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text
R:LT:2:1.1	Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text
R-2-5.3	Making basic inferences about problem or solution
R:LT:2:2.3	Making basic inferences about problem or solution
W:EW:2:1.1	Creating a clear understandable story line, with a beginning, middle, and end, when given a structure
W:EW:2:2.3	Creating character(s) through description

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
W-3-9.2	Using capital letters for the beginning of sentences and names
W-3-9.4	Using end punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)
W:C:3:1.2	Using capital letters for the beginning of sentences and names
W-3-5.1	Using details
W:EW:3:2.3	Creating character(s) through description of physical attributes
W:IW:3:3.2	Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, using visual images
W-3-1.1	Writing a variety of complete simple sentences
W:SL:3:1.1	Writing a variety of complete simple sentences
W-3-1.5	Recognizing complete sentences
W:SL:3:1.5	Recognizing complete sentences
R:F&A:3:1.3	Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue
R:LT:3:1.5	Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
W:C:3:1.4	Using end punctuation correctly in simple sentences (i.e., period, question mark, exclamation point)
W-3-7.2	Stating a focus/controlling idea on a topic
W-3-8.1	Including details/information relating to topic
W:IW:3:2.1	Establishing a topic
W:IW:3:1.4	Providing a concluding statement
W:SL:3:1.2	Recognizing indentations for new paragraphs
W:IW:3:2.2	Stating a focus/controlling idea on a topic

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

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

W-4-9.3	Using commas correctly in dates and in a series (Note: either form is correct – x, y, and z or x, y and z)
W:C:4:1.3	Using commas correctly in dates and in a series (Note: either form is correct - x, y, and z or x, y and z)
W:SL:4:1.1	Writing a variety of complete simple and compound sentences
W-4-9.4	Using end punctuation correctly in a variety of sentence structures
W-4-1.1	Writing a variety of complete simple and compound sentences
W-4-9.1	Identifying grammatical errors, when given examples
W:HW:1	Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
W-4-9.2	Applying basic capitalization rules
W:C:4:1.2	Applying basic capitalization rules
W:C:4:1.4	Using end punctuation correctly in a variety of sentence structures
W:IW:4:2.2	Stating and maintaining a focus/controlling idea on a topic

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W-4-3.3	Using specific details and references to text to support focus
W:RC:4:2.3	Using specific details and references to text to support focus
W:EW:4:2.1	Using relevant and descriptive details
W:EW:4:2.6	Selecting and elaborating important ideas
W:IW:4:3.2	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images
W-4-8.3	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images
W:IW:4:1.2b	Selecting appropriate information to set context/background
W:IW:4:3.1	Including facts and details relevant to focus/controlling idea
W-4-3.1	Stating and maintaining a focus (purpose) when responding to a given question
W-4-6.1	Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
W-4-6.3	Using transition words or phrases
W-4-6.4	Writing a conclusion
W-4-8.2	Including facts and details relevant to focus/controlling idea

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W:IW:4:1.4	Writing a conclusion
W:IW:4:1.1	Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
W-4-1.2	Using the paragraph form: indenting, main idea, supporting details
W:SL:4:1.2	Using the paragraph form: indenting, main idea, supporting details
W-4-5.1	Using relevant and descriptive details
R:LT:4:1.5	Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue
R:LT:4:3.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings
W-4-5.3	Identifying characters
W:EW:4:1.1	Creating a clear, understandable story line with a beginning, middle, and end
W:EW:4:2.3a	Identifying characters
W:EW:4:2.3b	Creating character(s) through description of physical attributes and behaviors
W:HW:4:2.4	Writing in a variety of genres

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

054520075X

Scholastic Success With Writing: Grade 5

W-5-9.2

Applying basic capitalization rules

W:C:5:1.2

Applying basic capitalization rules

W-5-4.1

Creating a clear and coherent (logically consistent) story line

W-5-6.1

Using an organizational text structure appropriate to focus/controlling idea

W-5-6.4

Writing a conclusion that provides closure.

W:IW:5:1.4

Writing a conclusion that provides closure

R:LT:5:4.2

Providing relevant details to support the conclusions made

W-5-3.3

Using specific details and references to text or citations to support focus

W:RC:5:2.3

Using specific details and references to text or citations to support focus

W:IW:5:3.2

Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images

W-5-9.1

Identifying or correcting grammatical errors

W:C:5:1.4

Using punctuation to clarify meaning

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W-5-5.1	Using relevant and descriptive details to advance the plot/story line
W-5-5.3	Developing characters through description
W:EW:5:2.1	Using relevant and descriptive details and sensory language to advance the plot/story line
W:EW:5:2.3	Developing characters through description
W-5-3.1	Stating and maintaining a focus (purpose) when responding to a given a question
W-5-8.2	Including facts and details relevant to focus/controlling idea, and excluding extraneous information
W-5-8.3	Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images
W-5-4.3	Using transition words/phrases to establish clear chronology and to enhance meaning
W:EW:5:1.3	Using transition words/phrases to establish clear chronology and to enhance meaning
W-5-6.3	Using transition words or phrases appropriate to organizing text structure
W:HW:5:2.4	Writing in a variety of genres
W-5-1.2	Using the paragraph form: indenting, main idea, supporting details
W:SL:5:1.2	Using the paragraph form: indenting, main idea, supporting details

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W:SL:5:1.3	Recognizing organizational structures within paragraphs
W-5-1.3	Recognizing organizational structures within paragraphs
W-5-3.4	Organizing ideas, using transition words/phrases and writing a conclusion that provides closure
W:RC:5:2.4	Organizing ideas, using transition words/phrases and writing a conclusion that provides closure
W:EW:5:2.5	Establishing a focus when writing about observations and experiences
W:IW:5:1.1	Using an organizational text structure appropriate to focus/controlling idea
W:IW:5:1.3	Using transition words or phrases appropriate to organizing text structure
W:HW:1	Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
W:HW:5:2.3	Generating topics for writing
W-5-5.2	Using dialogue to advance plot/story line
W:EW:5:2.2	Using dialogue to advance plot/story line
W-5-9.4	Using punctuation to clarify meaning
W:SL:5:1.1	Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W:EW:5:2.6	Selecting and elaborating important ideas; and excluding extraneous details
W:IW:5:3.1	Including facts and details relevant to focus/controlling idea, and excluding extraneous information
R-5-6.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
R:LT:5:3.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
R:LT:5:1.5	Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

R:WID:K:1.4

Reading high frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)

R:V:K:2.2

Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as: over, between, after, behind)

EL.2.1.1

Begin to recognize their own name and may notice words that start with the same letter as their own name