

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.1.K A.2

Distinguish letters from words.

3.1.K A.3

Recognize that words are separated by spaces.

3.3.A.3

Identify some alphabet letters, especially those in his/her own name.

3.3.A.5

Recognize that letters are grouped to form words and that words are separated by spaces.

Success With Workbooks State Standards

0545200938

**Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
<b>0545200938</b>	<b>Scholastic Success With Basic Concepts</b>
4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
4.3.1	Describe patterns in the environment.
4.1.2.a	begin to write one-digit numerals; and
4.1.4.b	spontaneously count for own purposes; and
4.1.5.a	joining (e.g., "Three blue pegs, three yellow pegs, six pegs altogether!"); and
4.1.5.b	separating ("I have four carrot sticks. I'm eating one! Now I have 3!").
4.1.4.a	match sets;
4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4.2.9	Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).
4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).
4.2.1	Use and respond to positional words (e.g., in, under, between, down).
3.1.K F.2	Identify and sort words in basic categories.

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
4.3.4	Show awareness of the attributes of objects through sorting, ordering, and classifying.
L.PK.4.a	With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).
3.1.K B.3	Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
3.1.K B.4	Learn many, though not all, one-to-one letter-sound correspondences.
3.1.K A.2	Distinguish letters from words.
3.1.K A.3	Recognize that words are separated by spaces.
3.3.A.3	Identify some alphabet letters, especially those in his/her own name.
3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.
3.1.K B.1	Demonstrate understanding that spoken words consist of sequences of phonemes.
3.1.K B.2	Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
3.1.K B.5	Given a spoken word, produce another word that rhymes with it.

## Success With Workbooks State Standards

054520092X

**Scholastic Success With Beginning Vocabulary**

Alignment ID

Alignment Text

**054520092X****Scholastic Success With Beginning Vocabulary**

3.3.K C.1

Use language to describe feelings, people, objects, and events.

3.2.3

Use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.

3.1.K B.1

Demonstrate understanding that spoken words consist of sequences of phonemes.

3.1.K B.2

Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.

3.1.K B.5

Given a spoken word, produce another word that rhymes with it.

RF.PK.2.c

Identify many initial sounds of familiar words.

NJLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

L.PK.4.a

With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).

3.1.K F.4

Use new vocabulary and grammatical construction in own speech.

3.1.K A.1

Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).

NJLSA.R4

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.

## Success With Workbooks State Standards

054520092X

**Scholastic Success With Beginning Vocabulary**

Alignment ID

Alignment Text

NJLSA.L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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3.1.K C.1

Recognize some words by sight.

3.1.K C.3

Recognize and read one's name.

3.1.K F.1

Continue to develop a vocabulary through meaningful, concrete experiences.

3.1.K F.2

Identify and sort words in basic categories.

3.2.9

Connect meanings of new words to vocabulary already known (e.g., "It's called bookend because the books end.").

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## Success With Workbooks State Standards

0545201144

**Scholastic Success With Consonants**

Alignment ID	Alignment Text
<b>0545201144</b>	<b>Scholastic Success With Consonants</b>
3.1.K B.1	Demonstrate understanding that spoken words consist of sequences of phonemes.
3.1.K B.2	Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
3.1.K B.5	Given a spoken word, produce another word that rhymes with it.
RF.PK.2.a	Recognize and produce simple rhyming words.
RF.PK.1.d	Recognize and name many upper and lower case letters of the alphabet.
3.1.K A.2	Distinguish letters from words.
3.1.K B.3	Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
3.1.K B.4	Learn many, though not all, one-to-one letter-sound correspondences.
RF.PK.2.c	Identify many initial sounds of familiar words.
RF.PK.3.a	Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.
3.3.A.3	Identify some alphabet letters, especially those in his/her own name.
3.3.A.5	Recognize that letters are grouped to form words and that words are separated by spaces.

## Success With Workbooks State Standards

0545201136

## Scholastic Success With Vowels

Alignment ID

Alignment Text

**0545201136****Scholastic Success With Vowels**

RF.PK.1.d

Recognize and name many upper and lower case letters of the alphabet.

3.3.A.3

Identify some alphabet letters, especially those in his/her own name.

3.1.K A.2

Distinguish letters from words.

3.1.K B.1

Demonstrate understanding that spoken words consist of sequences of phonemes.

3.1.K B.3

Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

3.1.K B.4

Learn many, though not all, one-to-one letter-sound correspondences.

RF.PK.3.a

Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.

3.3.A.5

Recognize that letters are grouped to form words and that words are separated by spaces.

Success With Workbooks State Standards

**0545200709**

**Scholastic Success With Math: Grade 2**

Alignment ID	Alignment Text
<b>0545200709</b>	<b>Scholastic Success With Math: Grade 2</b>
4.3.2 A.1.a	Using concrete materials (manipulatives), pictures, rhythms, & whole numbers
4.1.2 A.1.b	Ordinals
4.1.2 A.5	Compare and order whole numbers.
4.1.2 A.2	Demonstrate an understanding of whole number place value concepts.
4.3.2 A.1.c	Repeating patterns
4.2.2 B.2	Combine and subdivide simple shapes to make other shapes.
4.2.2 A.2.b	3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid
4.2.2 A.2.c	2D figures – square, rectangle, circle, triangle
4.1.2 B.2	Explore the meanings of multiplication and division by modeling and discussing problems.
4.4.2 C.1.a	Venn diagrams
4.2.2 D.2	Recognize the need for a uniform unit of measure.
4.2.2 D.4	Estimate measures.
4.2.2 D.1.a	Attributes – length, weight, capacity, time, temperature



## Success With Workbooks State Standards

0545200709

## Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

4.4.2 A.2.a

Pictures, tally chart, pictograph, bar graph, Venn diagram

4.5 A.3

Select and apply a variety of appropriate problem-solving strategies (e.g., "try a simpler problem" or "make a diagram") to solve problems.

4.1.2 A.1.c

Proper fractions (denominators of 2, 3, 4, 8, 10)

Success With Workbooks State Standards

**0545200695**

**Scholastic Success With Math: Grade 3**

Alignment ID	Alignment Text
<b>0545200695</b>	<b>Scholastic Success With Math: Grade 3</b>
4.1.3 A.1.a	Whole numbers through hundred thousands
4.1.3 A.2	Demonstrate an understanding of whole number place value concepts.
4.2.3 C.1	Locate and name points in the first quadrant on a coordinate grid.
4.4.3 A.2.a	Pictograph, bar graph, table
4.4.3 A.2.1	Pictograph, bar graph, table
4.1.3 B.4.1	Addition of 3-digit numbers
4.1.3 B.4.2	Subtraction of 3-digit numbers
4.1.3 B.1.c	Division: repeated subtraction, sharing
4.1.3 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as "skip counting" and "repeated subtraction").
4.3.3 A.1.2	Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)
4.5.3 D.2	Use reasoning to support their mathematical conclusions and problem solutions.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
4.5.3 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.3 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.3 A.1.b	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10) as part of a whole, as a subset of a set, and as a location on a number line
4.1.3 A.1.2	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10) as part of a whole, as a subset of a set, and as a location on a number line
4.1.3 A.4	Explore the extension of the place value system to decimals through hundredths.
4.1.3 B.5.a	Cents notation (¢)
4.1.3 B.5.1	Cents notation (¢)
4.2.3 D.2.a	Length – fractions of an inch (1/4, 1/2), mile, decimeter, kilometer
4.2.3 D.2.1	Length – fractions of an inch (1/4, 1/2), mile, decimeter, kilometer
4.2.3 D.2.c	Weight – ounce
4.2.3 D.2.d	Capacity – fluid ounce, cup, gallon, milliliter
4.2.3 D.3	Incorporate estimation in measurement activities (e.g., estimate before measuring).

**0545200695****Scholastic Success With Math: Grade 3**

Alignment ID

Alignment Text

4.2.3 A.2.a

Vertex, edge, face, side, angle

4.2.3 A.2.b

3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid

4.2.3 A.2.1

Vertex, edge, face, side, angle

4.2.3 A.2.2

3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid

4.2.3 E.3

Measure and compare the volume of three-dimensional objects using materials such as rice or cubes.

4.2.3 A.2.c

2D figures – square, rectangle, circle, triangle, pentagon, hexagon, octagon

4.2.3 A.2.3

2D figures – square, rectangle, circle, triangle, pentagon, hexagon, octagon

Success With Workbooks State Standards

**0545200687**

**Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
<b>0545200687</b>	<b>Scholastic Success With Math: Grade 4</b>
4.1.4 A.b	How can we compare and contrast numbers?
4.1.4 A.6	Compare and order numbers.
4.1.4 B.B	The magnitude of numbers affects the outcome of operations on them.
4.1.4 C.A	Context is critical when using estimation.
4.1.4 C.2	Construct and use a variety of estimation strategies (e.g., rounding and mental math) for estimating both quantities and the result of computations.
4.1.4 C.3	Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer.
4.1.4 C.4	Use estimation to determine whether the result of a computation (either by calculator or by hand) is reasonable.
4.2.4 D.4	Incorporate estimation in measurement activities (e.g., estimate before measuring).
4.3.4 B.A	Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.
4.2.4 A.5	Recognize, describe, extend, and create space-filling patterns.
4.2.4 C.1	Locate and name points in the first quadrant on a coordinate grid.

## Success With Workbooks State Standards

0545200687

## Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.2.4 C.2	Use coordinates to give or follow directions from one point to another on a map or grid.
4.4.4 A.2.a	Pictograph, bar graph, line plot, line graph, table
4.4.4 A.2.1	Pictograph, bar graph, line plot, line graph, table
4.1.4 B.4.1	Addition of 3-digit numbers
4.1.4 B.1.a	Addition and subtraction: joining, separating, comparing
4.1.4 B.4.2	Subtraction of 3-digit numbers
4.1.4 B.4.c	Multiplication of 2-digit numbers
4.1.4 B.4.3	Multiplication of 2-digit numbers
4.3.4 A.1.3	Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)
4.1.4 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as "skip counting" and "repeated subtraction") and then commit them to memory.
4.1.4 B.4.d	Division of 3-digit numbers by 1-digit numbers
4.1.4 B.4.4	Division of 3-digit numbers by 1-digit numbers

## Success With Workbooks State Standards

0545200687

## Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.1.4 A.1.b	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line
4.1.4 A.5	Use concrete and pictorial models to relate whole numbers, commonly used fractions, and decimals to each other, and to represent equivalent forms of the same number.
4.1.4 A.1.2	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line
4.1.4 B.9	Use concrete models to explore addition and subtraction with fractions.
4.1.4 A.2	Demonstrate an understanding of place value concepts.
4.1.4 A.3	Demonstrate a sense of the relative magnitudes of numbers.
4.1.4 B.6.a	Standard dollars and cents notation
4.1.4 B.5	Construct and use procedures for performing decimal addition and subtraction.
4.2.4 D.2.a	Length – fractions of an inch ( $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ ), mile, decimeter, kilometer
4.2.4 D.2.d	Weight – ounce
4.2.4 D.2.1	Length – fractions of an inch ( $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ ), mile, decimeter, kilometer
4.2.4 D.2.3	Volume – cubic inch, cubic centimeter

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Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.2.4 D.2.4	Weight – ounce
4.2.4 D.2.5	Capacity – fluid ounce, cup, gallon, milliliter
4.2.4 D.2.b	Area – square inch, square centimeter
4.2.4 D.2.2	Area – square inch, square centimeter
4.2.4 E.2	Distinguish between perimeter and area and use each appropriately in problem-solving situations.
4.2.4 A.4.c	Angles – acute, right, obtuse
4.2.4 A.4.3	Angles – acute, right, obtuse
4.2.4 A.3.b	Lines of symmetry
4.2.4 B.a	What situations can be analyzed using transformations and symmetries?
4.2.4 A.2.a	Vertex, edge, face, side, angle
4.2.4 A.2.b	3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid
4.2.4 A.2.c	2D figures – square, rectangle, circle, triangle, quadrilateral, pentagon, hexagon, octagon
4.2.4 A.4.d	Circles – diameter, radius, center
4.2.4 A.2.1	Vertex, edge, face, side, angle



0545200687

## Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.2.4 A.2.2	3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid
4.2.4 A.2.3	2D figures – square, rectangle, circle, triangle, quadrilateral, pentagon, hexagon, octagon
4.2.4 A.2.4	Inclusive relationships – squares are rectangles, cubes are rectangular prisms
4.2.4 A.3.1	Congruence
4.2.4 A.3.2	Lines of symmetry
4.2.4 E.1	Determine the area of simple two-dimensional shapes on a square grid.
4.2.4 E.3	Measure and compare the volume of three-dimensional objects using materials such as rice or cubes.
4.2.4 B.1	Use simple shapes to cover an area (tessellations).

Success With Workbooks State Standards

**0545200679**

**Scholastic Success With Math: Grade 5**

Alignment ID

Alignment Text

**0545200679**

**Scholastic Success With Math: Grade 5**

4.4.5 C.a	How can attributes be used to classify data/objects?
4.4.5 C.b	What is the best way to solve this? What counting strategy works best here?
4.1.5 A.b	How can we compare and contrast numbers?
4.1.5 A.3	Demonstrate a sense of the relative magnitudes of numbers.
4.1.5 A.6	Compare and order numbers.
4.1.5 B.B	The magnitude of numbers affects the outcome of operations on them.
4.4.5 A.2.b	Range, median, and mean
4.1.5 A.5.a	Primes, factors, multiples
4.1.5 A.5	Develop and apply number theory concepts in problem solving situations: Primes, factors, multiples.
4.1.5 B.3	Use an efficient and accurate pencil-and-paper procedure for division of a 3-digit number by a 2-digit number.
4.3.5 A.1	Recognize, describe, extend, and create patterns involving whole numbers: Descriptions using tables, verbal rules, simple equations, and graphs.
4.3.5 B.A	Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
4.5.5 D.2	Use reasoning to support their mathematical conclusions and problem solutions.
4.5.5 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.5 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.5 B.2.b	Mental math
4.1.5 A.2	Recognize the decimal nature of United States currency and compute with money.
4.1.5 B.2	Construct, use, and explain procedures for performing addition and subtraction with fractions and decimals with: Pencil-and-paper; Mental math; Calculator.
4.2.5 A.1	Understand and apply concepts involving lines and angles: Notation for line, ray, angle, line segment; Properties of parallel, perpendicular, and intersecting lines; Sum of the measures of the interior angles of a triangle is $180^\circ$ .
4.2.5 E.1	Use a protractor to measure angles.
4.2.5 D.2	Convert measurement units within a system (e.g., 3 feet = ___ inches).
4.2.5 E.2.b	Rectangle
4.2.5 B.A	Shape and area can be conserved during mathematical transformations.
4.2.5 D.1	Select and use appropriate units to measure angles and area.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

4.2.5 E.2

Develop and apply strategies and formulas for finding perimeter and area: Square; Rectangle.

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4.2.5 E.3

Recognize that rectangles with the same perimeter do not necessarily have the same area and vice versa.

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4.5.5 E.1

Create and use representations to organize, record, and communicate mathematical ideas: Concrete representations (e.g., base-ten blocks or algebra tiles); Pictorial representations (e.g., diagrams, charts, or tables); Symbolic representations (e.g., a formula); Graphical representations (e.g., a line graph).

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4.4.5 A.2.a

Bar graph, line graph, circle graph, table

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4.4.5 A.2

Read, interpret, select, construct, analyze, generate questions about, and draw inferences from displays of data: Bar graph, line graph, circle graph, table; Range, median, and mean.

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4.2.5 C.1

Create geometric shapes with specified properties in the first quadrant on a coordinate grid.

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Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
<b>0545200660</b>	<b>Scholastic Success With Math Tests: Grade 3</b>
4.1.3 A.1.b	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10) as part of a whole, as a subset of a set, and as a location on a number line
4.3.3 A.1.a	Descriptions using words and number sentences/expressions
4.3.3 D.2.a	Symbols (=, <, >)
4.1.3 A.b	How can we compare and contrast numbers?
4.1.3 A.1.2	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10) as part of a whole, as a subset of a set, and as a location on a number line
4.1.3 A.3	Identify whether any whole number is odd or even.
4.1.3 A.6	Compare and order numbers.
4.1.3 B.B	The magnitude of numbers affects the outcome of operations on them.
4.1.3 C.3	Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer.
4.3.3 A.1.1	Descriptions using words and number sentences/expressions
4.3.3 D.2.1	Symbols (= , < , >)

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
4.4.3 C.1.2	Numerical and alphabetical order
4.1.3 B.5.a	Cents notation (¢)
4.2.3 A.2.a	Vertex, edge, face, side, angle
4.2.3 A.2.c	2D figures – square, rectangle, circle, triangle, pentagon, hexagon, octagon
4.2.3 A.3.b	Lines of symmetry
4.2.3 D.2.b	Area – square inch, square centimeter
4.2.3 D.2.c	Weight – ounce
4.2.3 D.2.d	Capacity – fluid ounce, cup, gallon, milliliter
4.2.3 D.3	Incorporate estimation in measurement activities (e.g., estimate before measuring).
4.4.3 A.2.a	Pictograph, bar graph, table
4.1.3 B.5.1	Cents notation (¢)
4.2.3 A.2.1	Vertex, edge, face, side, angle
4.2.3 A.2.3	2D figures – square, rectangle, circle, triangle, pentagon, hexagon, octagon
4.2.3 A.3.2	Lines of symmetry

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
4.2.3 B.A	Shape and area can be conserved during mathematical transformations.
4.2.3 B.1	Describe and use geometric transformations (slide, flip, turn).
4.2.3 D.a	How can measurements be used to solve problems?
4.2.3 D.2.1	Length – fractions of an inch ( $\frac{1}{4}$ , $\frac{1}{2}$ ), mile, decimeter, kilometer
4.2.3 D.2.2	Area – square inch, square centimeter
4.2.3 D.2.3	Area – square inch, square centimeter
4.2.3 D.2.4	Capacity – fluid ounce, cup, gallon, milliliter
4.2.3 E.a	How can measurements be used to solve problems?
4.2.3 E.1	Determine the area of simple two-dimensional shapes on a square grid.
4.4.3 A.2.1	Pictograph, bar graph, table
4.5 C.2	Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).
4.5 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.1.3 A.1.1	Whole numbers through hundred thousands

## Success With Workbooks State Standards

0545200660

## Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
4.1.3 B.C	In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.
4.5.3 C.3	Recognize that mathematics is used in a variety of contexts outside of mathematics.
4.5.3 C.4	Apply mathematics in practical situations and in other disciplines.
4.5.3 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.5.3 D.2	Use reasoning to support their mathematical conclusions and problem solutions.
4.5.3 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.3 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.3 B.1.a	Addition and subtraction: joining, separating, comparing
4.1.3 B.3.a	Pencil-and-paper
4.1.3 B.3.b	Mental math
4.1.3 B.4.a	Addition of 3-digit numbers
4.1.3 B.4.b	Subtraction of 3-digit numbers



## Success With Workbooks State Standards

0545200660

## Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
4.1.3 B.4.c	Multiplication of 2-digit numbers by 1-digit numbers
4.1.3 B.a	What makes a computational strategy both effective and efficient?
4.1.3 B.1.1	Addition and subtraction: joining, separating, comparing
4.1.3 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”).
4.1.3 B.3.1	Pencil-and-paper
4.1.3 B.3.2	Mental math
4.1.3 B.4.1	Addition of 3-digit numbers
4.1.3 B.4.2	Subtraction of 3-digit numbers
4.1.3 B.4.3	Multiplication of 2-digit numbers by 1-digit numbers
4.2.3 C.1	Locate and name points in the first quadrant on a coordinate grid.
4.3.3 A.1.2	Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
<b>0545200652</b>	<b>Scholastic Success With Math Tests: Grade 4</b>
4.1.4 A.1.b	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line
4.3.4 A.1.a	Descriptions using words, number sentences/expressions, graphs, tables, variables (e.g., shape, blank, or letter)
4.1.4 A.1.2	Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line
4.1.4 B.B	The magnitude of numbers affects the outcome of operations on them.
4.1.4 C.2	Construct and use a variety of estimation strategies (e.g., rounding and mental math) for estimating both quantities and the result of computations.
4.1.4 C.3	Recognize when an estimate is appropriate, and understand the usefulness of an estimate as distinct from an exact answer.
4.1.4 C.4	Use estimation to determine whether the result of a computation (either by calculator or by hand) is reasonable.
4.3.4 A.A	The symbolic language of algebra is used to communicate and generalize the patterns in mathematics.
4.3.4 A.1.1	Descriptions using words, number sentences/expressions, graphs, tables, variables (e.g., shape, blank, or letter)
4.3.4 B.A	Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.

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Alignment ID	Alignment Text
4.3.4 D.2.1	Symbols (= , < , >)
4.2.4 A.2.a	Vertex, edge, face, side, angle
4.2.4 A.2.b	3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid
4.2.4 A.2.c	2D figures – square, rectangle, circle, triangle, quadrilateral, pentagon, hexagon, octagon
4.2.4 A.3.a	Congruence
4.2.4 A.3.b	Lines of symmetry
4.2.4 A.4.d	Circles – diameter, radius, center
4.2.4 D.2.b	Area – square inch, square centimeter
4.2.4 D.2.d	Weight – ounce
4.2.4 D.4	Incorporate estimation in measurement activities (e.g., estimate before measuring).
4.4.4 A.2.a	Pictograph, bar graph, line plot, line graph, table
4.2.4 A.2.1	Vertex, edge, face, side, angle
4.2.4 A.2.2	3D figures – cube, rectangular prism, sphere, cone, cylinder, and pyramid
4.2.4 A.2.3	2D figures – square, rectangle, circle, triangle, quadrilateral, pentagon, hexagon, octagon

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Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.2.4 A.2.4	Inclusive relationships – squares are rectangles, cubes are rectangular prisms
4.2.4 A.3.1	Congruence
4.2.4 A.3.2	Lines of symmetry
4.2.4 B.A	Shape and area can be conserved during mathematical transformations.
4.2.4 B.2	Describe and use geometric transformations (slide, flip, turn).
4.2.4 D.2.1	Length – fractions of an inch ( $\frac{1}{8}$ , $\frac{1}{4}$ , $\frac{1}{2}$ ), mile, decimeter, kilometer
4.2.4 D.2.2	Area – square inch, square centimeter
4.2.4 D.2.3	Volume – cubic inch, cubic centimeter
4.2.4 D.2.4	Weight – ounce
4.2.4 D.2.5	Capacity – fluid ounce, cup, gallon, milliliter
4.2.4 D.3	Develop and use personal referents to approximate standard units of measure (e.g., a common paper clip is about an inch long).
4.2.4 E.1	Determine the area of simple two-dimensional shapes on a square grid.
4.2.4 E.2	Distinguish between perimeter and area and use each appropriately in problem-solving situations.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.2.4 E.3	Measure and compare the volume of three-dimensional objects using materials such as rice or cubes.
4.4.4 A.2.1	Pictograph, bar graph, line plot, line graph, table
4.1.4 A.1.a	Whole numbers through millions
4.5 A.1	Learn mathematics through problem solving, inquiry, and discovery.
4.5 A.2.b	Non-routine problems
4.5 A.2.d	Problems that can be solved in several ways
4.5 A.3	Select and apply a variety of appropriate problem-solving strategies (e.g., “try a simpler problem” or “make a diagram”) to solve problems.
4.5 A.4	Pose problems of various types and levels of difficulty.
4.5 C.2	Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).
4.5 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.1.4 A.1.1	Whole numbers through millions
4.1.4 B.C	In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.

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## Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

4.1.4 B.7

Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers.

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4.1.4 C.A

Context is critical when using estimation.

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4.4.4 D.2

Play two-person games and devise strategies for winning the games (e.g., "make 5" where players alternately add 1 or 2 and the person who reaches 5, or another designated number, is the winner).

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4.5.4 A.1

Learn mathematics through problem solving, inquiry, and discovery.

---

4.5.4 A.3

Select and apply a variety of appropriate problem-solving strategies (e.g., "try a simpler problem" or "make a diagram") to solve problems.

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4.5.4 A.4

Pose problems of various types and levels of difficulty.

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4.5.4 A.5

Monitor their progress and reflect on the process of their problem solving activity.

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4.5.4 B.1.1

Reading and writing

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4.5.4 B.1.2

Discussion, listening, and questioning

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4.5.4 B.2

Communicate mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.

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4.5.4 C.3

Recognize that mathematics is used in a variety of contexts outside of mathematics.

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4.5.4 C.4

Apply mathematics in practical situations and in other disciplines.

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## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.5.4 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.5.4 D.2	Use reasoning to support their mathematical conclusions and problem solutions.
4.5.4 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.4 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.4 B.1.a	Addition and subtraction: joining, separating, comparing
4.1.4 B.3.a	Pencil-and-paper
4.1.4 B.3.b	Mental math
4.1.4 B.4.a	Addition of 3-digit numbers
4.1.4 B.4.b	Subtraction of 3-digit numbers
4.1.4 B.4.c	Multiplication of 2-digit numbers
4.1.4 B.4.d	Division of 3-digit numbers by 1-digit numbers
4.1.4 B.6.a	Standard dollars and cents notation
4.4.4 B.1.c	Probability of tossing "heads" does not depend on outcomes of previous tosses

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.1.4 B.a	What makes a computational strategy both effective and efficient?
4.1.4 B.1.1	Addition and subtraction: joining, separating, comparing
4.1.4 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as "skip counting" and "repeated subtraction") and then commit them to memory.
4.1.4 B.3.1	Pencil-and-paper
4.1.4 B.3.2	Mental math
4.1.4 B.4.1	Addition of 3-digit numbers
4.1.4 B.4.2	Subtraction of 3-digit numbers
4.1.4 B.4.3	Multiplication of 2-digit numbers
4.1.4 B.4.4	Division of 3-digit numbers by 1-digit numbers
4.1.4 B.5	Construct and use procedures for performing decimal addition and subtraction.
4.1.4 B.6.1	Standard dollars and cents notation
4.1.4 B.9	Use concrete models to explore addition and subtraction with fractions.
4.2.4 C.1	Locate and name points in the first quadrant on a coordinate grid.



## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

4.2.4 C.2

Use coordinates to give or follow directions from one point to another on a map or grid.

4.3.4 A.1.3

Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)

4.4.4 A.2.2

Average (mean), most frequent (mode), middle term (median)

Success With Workbooks State Standards

**0545200644**

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

Alignment ID	Alignment Text
<b>0545200644</b>	<b>Scholastic Success With Math Tests: Grade 5</b>
4.1.5 A.5.a	Primes, factors, multiples
4.1.5 A.5	Develop and apply number theory concepts in problem solving situations: Primes, factors, multiples.
4.1.5 B.6	Understand and use the various relationships among operations and properties of operations.
4.3.5 A.1	Recognize, describe, extend, and create patterns involving whole numbers: Descriptions using tables, verbal rules, simple equations, and graphs.
4.3.5 B.A	Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.
4.2.5 A.1.b	Properties of parallel, perpendicular, and intersecting lines
4.2.5 A.2.a	Triangles by angles and sides
4.2.5 A.2.b	Quadrilaterals, including squares, rectangles, parallelograms, trapezoids, rhombi
4.2.5 E.2.a	Square
4.2.5 E.2.b	Rectangle
4.4.5 A.2.a	Bar graph, line graph, circle graph, table

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

4.2.5 A.1

Understand and apply concepts involving lines and angles: Notation for line, ray, angle, line segment; Properties of parallel, perpendicular, and intersecting lines; Sum of the measures of the interior angles of a triangle is  $180^\circ$ .

4.2.5 A.2

Identify, describe, compare, and classify polygons: Triangles by angles and sides; Quadrilaterals, including squares, rectangles, parallelograms, trapezoids, rhombi; Polygons by number of sides; Equilateral, equiangular, regular; All points equidistant from a given point form a circle.

4.2.5 A.3

Identify similar figures.

4.2.5 A.4

Understand and apply the concepts of congruence and symmetry (line and rotational).

4.2.5 B.A

Shape and area can be conserved during mathematical transformations.

4.2.5 B.2

Recognize, identify, and describe geometric relationships and properties as they exist in nature, art, and other real-world settings.

4.2.5 D.1

Select and use appropriate units to measure angles and area.

4.2.5 D.2

Convert measurement units within a system (e.g., 3 feet = \_\_\_ inches).

4.2.5 E.2

Develop and apply strategies and formulas for finding perimeter and area: Square; Rectangle.

4.2.5 E.3

Recognize that rectangles with the same perimeter do not necessarily have the same area and vice versa.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
4.2.5 E.4	Develop informal ways of approximating the measures of familiar objects (e.g., use a grid to approximate the area of the bottom of one's foot).
4.5 A.1	Learn mathematics through problem solving, inquiry, and discovery.
4.5 A.2.b	Non-routine problems
4.5 A.2.d	Problems that can be solved in several ways
4.5 A.3	Select and apply a variety of appropriate problem-solving strategies (e.g., "try a simpler problem" or "make a diagram") to solve problems.
4.5 A.4	Pose problems of various types and levels of difficulty.
4.5 C.2	Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).
4.5 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.1.5 B.C	In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.
4.1.5 B.4	Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers.
4.1.5 C.A	Context is critical when using estimation.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
4.2.5 D.4	Use measurements and estimates to describe and compare phenomena.
4.5.5 A.1	Learn mathematics through problem solving, inquiry, and discovery.
4.5.5 A.2	Solve problems that arise in mathematics and in other contexts: Open-ended problems; Non-routine problems; Problems with multiple solutions; Problems that can be solved in several ways.
4.5.5 A.3	Select and apply a variety of appropriate problem-solving strategies (e.g., “try a simpler problem” or “make a diagram”) to solve problems.
4.5.5 A.5	Monitor their progress and reflect on the process of their problem solving activity.
4.5.5 B.1	Use communication to organize and clarify mathematical thinking: Reading and writing; Discussion, listening, and questioning.
4.5.5 B.2	Communicate mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
4.5.5 C.3	Recognize that mathematics is used in a variety of contexts outside of mathematics.
4.5.5 C.4	Apply mathematics in practical situations and in other disciplines.
4.5.5 C.5	Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
4.5.5 D.2	Use reasoning to support their mathematical conclusions and problem solutions.

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Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
4.5.5 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.5 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.5 A.1.a	All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers
4.1.5 B.2.a	Pencil-and-paper
4.1.5 B.2.b	Mental math
4.3.5 C.1.a	Using variables to represent unknown quantities
4.3.5 C.1.b	Using concrete materials, tables, graphs, verbal rules, algebraic expressions/equations
4.4.5 A.2.b	Range, median, and mean
4.1.5 A.1	Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 5 pertain to these sets of numbers as well): All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers; All decimals.
4.1.5 A.2	Recognize the decimal nature of United States currency and compute with money.
4.1.5 B.a	What makes a computational strategy both effective and efficient?

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## Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
4.1.5 B.1	Recognize the appropriate use of each arithmetic operation in problem situations.
4.1.5 B.2	Construct, use, and explain procedures for performing addition and subtraction with fractions and decimals with: Pencil-and-paper; Mental math; Calculator.
4.2.5 C.1	Create geometric shapes with specified properties in the first quadrant on a coordinate grid.
4.3.5 C.1	Use number sentences to model situations: Using variables to represent unknown quantities; Using concrete materials, tables, graphs, verbal rules, algebraic expressions/equations.
4.4.5 A.2	Read, interpret, select, construct, analyze, generate questions about, and draw inferences from displays of data: Bar graph, line graph, circle graph, table; Range, median, and mean.
4.4.5 B.2	Determine probability using intuitive, experimental, and theoretical methods (e.g., using model of picking items of different colors from a bag); Given numbers of various types of items in a bag, what is the probability that an item of one type will be picked; Given data obtained experimentally, what is the likely distribution of items in the bag.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
<b>054520111X</b>	<b>Scholastic Success With Math Tests: Grade 6</b>
4.1.6 A.7.a	Primes, factors, multiples
4.1.6 A.7.b	Common multiples, common factors
4.3.6 D.2.a	Distributive property
4.1.6 A.7.1	Primes, factors, multiples
4.1.6 A.7.2	Common multiples, common factors
4.1.6 B.7	Understand and use the various relationships among operations and properties of operations.
4.3.6 A.1	Recognize, describe, extend, and create patterns involving whole numbers and rational numbers: Descriptions using tables, verbal rules, simple equations, and graphs; Formal iterative formulas (e.g., NEXT = NOW * 3); Recursive patterns, including Pascal's Triangle (where each entry is the sum of the entries above it); and the Fibonacci Sequence: 1, 1, 2, 3, 5, 8,... (where NEXT = NOW + PREVIOUS).
4.3.6 B.A	Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.
4.3.6 D.2	Understand and apply the properties of operations and numbers: Distributive property; The product of a number and its reciprocal is 1.
4.5.6 C.1	Recognize recurring themes across mathematical domains (e.g., patterns in number, algebra, and geometry).
4.2.6 A.1.a	Notation for line, ray, angle, line segment



**054520111X**

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

Alignment ID	Alignment Text
4.2.6 A.1.b	Properties of parallel, perpendicular, and intersecting lines
4.2.6 A.2.a	Triangles by angles and sides
4.2.6 A.2.b	Quadrilaterals, including squares, rectangles, parallelograms, trapezoids, rhombi
4.2.6 E.2.a	Triangle, square, rectangle, parallelogram, and trapezoid
4.4.6 A.2.a	Bar graph, line graph, circle graph, table, histogram
4.2.6 A.1	Understand and apply concepts involving lines and angles: Notation for line, ray, angle, line segment;. Properties of parallel, perpendicular, and intersecting lines; Sum of the measures of the interior angles of a triangle is $180^\circ$ .
4.2.6 A.2	Identify, describe, compare, and classify polygons and circles: Triangles by angles and sides; Quadrilaterals, including squares, rectangles, parallelograms, trapezoids, rhombi; Polygons by number of sides; Equilateral, equiangular, regular; All points equidistant from a given point form a circle.
4.2.6 A.4	Understand and apply the concepts of congruence and symmetry (line and rotational).
4.2.6 A.6	Identify, describe, and draw the faces or shadows (projections) of three-dimensional geometric objects from different perspectives.
4.2.6 A.7	Identify a three-dimensional shape with given projections (top, front and side views).
4.2.6 A.8	Identify a three-dimensional shape with a given net (i.e., a flat pattern that folds into a 3D shape).

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
4.2.6 B.A	Shape and area can be conserved during mathematical transformations.
4.2.6 D.1	Select and use appropriate units to measure angles, area, surface area, and volume.
4.2.6 D.3	Convert measurement units within a system (e.g., 3 feet = ___ inches).
4.2.6 D.5	Use measurements and estimates to describe and compare phenomena.
4.2.6 E.2	Develop and apply strategies and formulas for finding perimeter and area. Triangle, square, rectangle, parallelogram, and trapezoid; Circumference and area of a circle.
4.2.6 E.3	Develop and apply strategies and formulas for finding the surface area and volume of rectangular prisms and cylinders.
4.2.6 E.4	Recognize that shapes with the same perimeter do not necessarily have the same area and vice versa.
4.2.6 E.5	Develop informal ways of approximating the measures of familiar objects (e.g., use a grid to approximate the area of the bottom of one's foot).
4.4.6 A.A	The message conveyed by the data depends on how the data is collected, represented, and summarized.
4.4.6 A.3	Respond to questions about data, generate their own questions and hypotheses, and formulate strategies for answering their questions and testing their hypotheses.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

4.5.6 E.1

Create and use representations to organize, record, and communicate mathematical ideas: Concrete representations (e.g., base-ten blocks or algebra tiles); Pictorial representations (e.g., diagrams, charts, or tables); Symbolic representations (e.g., a formula); Graphical representations (e.g., a line graph).

4.5 A.1

Learn mathematics through problem solving, inquiry, and discovery.

4.5 A.2.a

Open-ended problems

4.5 A.2.b

Non-routine problems

4.5 A.2.d

Problems that can be solved in several ways

4.5 A.4

Pose problems of various types and levels of difficulty.

4.5 C.2

Use connections among mathematical ideas to explain concepts (e.g., two linear equations have a unique solution because the lines they represent intersect at a single point).

4.5 C.5

Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).

4.5 F.4

Use calculators as problem-solving tools (e.g., to explore patterns, to validate solutions).

4.1.6 B.A

Computational fluency includes understanding the meaning and the appropriate use of numerical operations.

4.2.6 C.A

Reasoning and/or proof can be used to verify or refute conjectures or theorems in geometry.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
4.5.6 A.1	Learn mathematics through problem solving, inquiry, and discovery.
4.5.6 A.3	Select and apply a variety of appropriate problem-solving strategies (e.g., “try a simpler problem” or “make a diagram”) to solve problems.
4.5.6 A.5	Monitor their progress and reflect on the process of their problem solving activity.
4.5.6 C.3	Recognize that mathematics is used in a variety of contexts outside of mathematics.
4.5.6 C.4	Apply mathematics in practical situations and in other disciplines.
4.5.6 D.1	Recognize that mathematical facts, procedures, and claims must be justified.
4.5.6 D.2	Use reasoning to support their mathematical conclusions and problem solutions.
4.5.6 D.3	Select and use various types of reasoning and methods of proof.
4.5.6 D.4	Rely on reasoning, rather than answer keys, teachers, or peers, to check the correctness of their problem solutions.
4.5.6 D.5	Make and investigate mathematical conjectures: Counterexamples as a means of disproving conjectures; Verifying conjectures using informal reasoning or proofs.
4.5.6 D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
4.1.6 A.1.b	All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
4.1.6 B.2.a	Pencil-and-paper
4.1.6 B.2.b	Mental math
4.1.6 B.4	Select pencil-and-paper, mental math, or a calculator as the appropriate computational method in a given situation depending on the context and numbers.
4.3.6 C.1.a	Using variables to represent unknown quantities
4.3.6 C.1.b	Using concrete materials, tables, graphs, verbal rules, algebraic expressions/equations/inequalities
4.4.6 A.2.b	Range, median, and mean
4.1.6 A.1	Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 6 pertain to these sets of numbers as well): All integers; All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers; All decimals.
4.1.6 A.2	Recognize the decimal nature of United States currency and compute with money.
4.1.6 A.5	Understand and use whole-number percents between 1 and 100 in a variety of situations.
4.1.6 B.1	Recognize the appropriate use of each arithmetic operation in problem situations.
4.1.6 B.2	Construct, use, and explain procedures for performing calculations with fractions and decimals with: Pencil-and-paper; Mental math; Calculator.

## Success With Workbooks State Standards

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## Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

4.2.6 C.1

Create geometric shapes with specified properties in the first quadrant on a coordinate grid.

4.4.6 A.2

Read, interpret, select, construct, analyze, generate questions about, and draw inferences from displays of data: Bar graph, line graph, circle graph, table, histogram; Range, median, and mean; Calculators and computers used to record and process information.

4.4.6 B.1

Determine probabilities of events: Event, complementary event, probability of an event; Multiplication rule for probabilities; Probability of certain event is 1 and of impossible event is 0; Probabilities of event and complementary event add up to 1.

Success With Workbooks State Standards

0545201039

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

Alignment ID	Alignment Text
<b>0545201039</b>	<b>Scholastic Success With Reading Tests: Grade 3</b>
3.1.3 G.3	Interpret information in graphs, charts, and diagrams.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID  
NJLSA.L6

Alignment Text

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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3.1.3 F.2	Point to or clearly identify specific words or wording that cause comprehension difficulties.
3.1.3 A.A	Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
3.1.3 A.1	Recognize that printed materials provide specific information.
3.1.3 A.3	Use a glossary or index to locate information in a text.
3.1.3 E.a	What do readers do when they do not understand everything in a text?
3.1.3 E.2	Monitor comprehension and accuracy while reading in context and self-correct errors.
3.1.3 E.3	Use pictures and context clues to assist with decoding of new words.
3.1.3 F.3	Infer word meaning from taught roots, prefixes, and suffixes.
3.1.3 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3.1.3 G.1	Recognize purpose of the text.

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## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
3.1.3 G.2	Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.
3.1.3 G.7	Summarize major points from fiction and nonfiction texts.
3.1.3 G.8	Draw conclusions and inferences from texts.
3.1.3 G.11	Participate in creative responses to texts (e.g., dramatizations, oral presentations).
3.1.3 G.14	Use information and reasoning to examine bases of hypotheses and opinions.
3.1.3 H.2	Draw conclusions from information and data gathered.
3.1.3 H.3	Read a variety of nonfiction and fiction books and produce evidence of understanding.
3.2.3 A.1	Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.
NJSLSA.R4	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.
3.1.3 C.3	Use context to accurately read words with more than one pronunciation.
3.1.3 C.a	How do I figure out a word I do not know?
3.1.3 C.1	Know sounds for a range of prefixes and suffixes (e.g., re-, -ment, -tion).
3.1.3 F.5	Use pictures and context clues to assist with meaning of new words.

Success With Workbooks State Standards

**0545201101**

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

Alignment ID	Alignment Text
<b>0545201101</b>	<b>Scholastic Success With Reading Tests: Grade 4</b>
3.1.4 G.1	Discuss underlying themes across cultures in various texts.
3.1.4 G.12	Identify the structures in drama.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3.1.4 A.A	Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
3.1.4 A.3	Identify and locate features that support text meaning (e.g., maps, charts, illustrations).
3.1.4 E.a	What do readers do when they do not understand everything in a text?
3.1.4 E.1	Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.
3.1.4 E.2	Identify specific words or passages causing comprehension difficulties and seek clarification.
3.1.4 F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.4 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3.1.4 G.2	Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies).

Success With Workbooks State Standards

**0545201101**

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

Alignment ID	Alignment Text
3.1.4 G.3	Cite evidence from text to support conclusions.
3.1.4 G.7	Identify and summarize central ideas in informational texts.
3.1.4 G.8	Recognize differences among forms of literature, including poetry, drama, fiction, and nonfiction.
3.1.4 G.9	Recognize literary elements in stories, including setting, characters, plot, and mood.
3.2.4 A.1	Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
3.2.4 D.2	Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
NJSLSA.R4	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.
3.1.4 C.a	How do I figure out a word I do not know?
3.1.4 C.3	Recognize compound words, contractions, and common abbreviations.
3.1.4 F.2	Infer specific word meanings in the context of reading passages.
3.1.4 F.3	Identify and correctly use antonyms, synonyms, homophones, and homographs.

Success With Workbooks State Standards

**0545201098**

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

Alignment ID	Alignment Text
<b>0545201098</b>	<b>Scholastic Success With Reading Tests: Grade 5</b>
3.1.5 A.2	Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).
3.1.5 G.10	Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).
3.2.5 D.15	Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).
3.1.5 G.15	Identify the structures in drama.
3.1.5 F.4	Use a grade-level appropriate dictionary independently to define unknown words.
3.1.5 F.5	Use a thesaurus to identify alternative word choices and meanings.
3.1.5 C.4	Apply spelling and syllabication rules that aid in decoding and word recognition.
3.1.5 D.A	Fluent readers group words quickly to help them gain meaning from what they read.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
NJSLSA.R4	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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3.1.5 A.A	Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
3.1.5 A.1	Use a text index and glossary appropriately.
3.1.5 C.2	Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.
3.1.5 D.5	Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
3.1.5 E.a	What do readers do when they do not understand everything in a text?
3.1.5 F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.5 F.2	Infer specific word meanings in the context of reading passages.
3.1.5 G.1	Identify author's purpose, views, and beliefs.
3.1.5 G.3	Use cause and effect and sequence of events to gain meaning.
3.1.5 G.4	Anticipate and construct meaning from text by making conscious connections to self, an author, and others.
3.1.5 G.7	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly.
3.1.5 G.8	Distinguish between major and minor details.
3.1.5 G.9	Make inferences using textual information and provide supporting evidence.
3.1.5 G.11	Identify and analyze text types, formats, and elements in nonfiction.
3.1.5 G.12	Recognize literary elements in stories, including setting, characters, plot, and mood.
3.1.5 H.5	Draw conclusions from information gathered from multiple sources.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

3.1.5 H.6

Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

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3.2.5 C.7

Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.

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NJLSA.L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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3.1.5 C.a

How do I figure out a word I do not know?

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3.1.5 C.3

Interpret new words correctly in context.

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3.1.5 D.2

Apply knowledge of letter-sound associations, language structures, and context to recognize words.

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3.1.5 F.3

Identify and correctly use antonyms, synonyms, homophones, and homographs.

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3.1.5 G.a

How do readers construct meaning from text?

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Success With Workbooks State Standards

**054520108X**

**Scholastic Success With Reading Tests: Grade 6**

Alignment ID	Alignment Text
<b>054520108X</b>	<b>Scholastic Success With Reading Tests: Grade 6</b>
3.1.6 A.2	Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).
3.1.6 A.3	Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).
3.1.6 G.10	Recognize common organizational patterns in text that support comprehension (e.g., headings captions).
3.2.6 D.12	Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).
3.1.6 G.14	Identify and respond to the elements of sound and structure in poetry.
3.1.6 G.17	Explain ways that the setting contributes to the mood of a novel, play, or poem.
3.1.6 G.12	Recognize characterization, setting, plot, theme, and point of view in fiction.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
NJSLSA.R4	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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3.1.6 A.1	Use a text index and glossary independently and appropriately.
3.1.6 C.2	Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.
3.1.6 D.4	Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.
3.1.6 E.a	What do readers do when they do not understand everything in a text?

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
3.1.6 E.2	Vary reading strategies according to their purpose for reading and the nature of the text.
3.1.6 F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.6 F.2	Infer specific word meanings in the context of reading passages.
3.1.6 G.1	Respond critically to an author’s purpose, ideas, views, and beliefs.
3.1.6 G.3	Use cause and effect and sequence of events to gain meaning.
3.1.6 G.4	Construct meaning from text by making conscious connections to self, an author, and others.
3.1.6 G.8	Distinguish between major and minor details.
3.1.6 G.9	Make inferences using textual information and provide supporting evidence.
3.1.6 G.11	Identify and analyze text types, formats, and elements in nonfiction.
3.1.6 H.3	Draw conclusions from information gathered from multiple sources.
3.1.6 H.4	Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.
3.2.6 C.7	Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

3.2.6 D.4

Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.

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NJLSA.L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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3.1.6 C.a

How do I figure out a word I do not know?

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3.1.6 F.3

Identify and correctly use antonyms, synonyms, homophones, and homographs.

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3.1.6 G.a

How do readers construct meaning from text?

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

NJLSA.L1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

3.2.1 A.4

Use simple sentences to convey ideas.

NJLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.2.1 C.2

Begin to use basic punctuation and capitalization.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.2.2 A.4

Use sentences to convey ideas in writing.

NJLSA.L2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

3.2.2 C.1

Use correct end point punctuation.

3.2.2 C.2

Apply basic rules of capitalization.

Success With Workbooks State Standards

**0545201055**

**Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
<b>0545201055</b>	<b>Scholastic Success With Grammar: Grade 3</b>
3.2.3 D.6	Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.
3.2.3 C.4	Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.
NJLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.1.3 A.2	Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.
3.2.3 A.10	Edit work for basic spelling and mechanics.
3.2.3 C.1	Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.
3.2.3 C.2	Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.

## Success With Workbooks State Standards

0545201047

**Scholastic Success With Grammar: Grade 4**

Alignment ID	Alignment Text
<b>0545201047</b>	<b>Scholastic Success With Grammar: Grade 4</b>
3.2.4 B.7	Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.
3.2.4 B.8	Improve the clarity of writing by rearranging words, sentences, and paragraphs.
3.2.4 C.1	Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
3.2.4 C.2	Use increasingly complex sentence structure and syntax to express ideas.
3.2.4 C.5	Use capital letters correctly in sentences, for proper nouns, and in titles.
3.2.4 B.6	Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.
3.2.4 C.4	Use punctuation correctly in sentences such as ending punctuation, commas, and quotation marks in dialogue.
3.2.4 C.3	Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.



Success With Workbooks State Standards

**0545201020**

**Scholastic Success With Grammar: Grade 5**

Alignment ID	Alignment Text
<b>0545201020</b>	<b>Scholastic Success With Grammar: Grade 5</b>
3.2.5 C.1	Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
3.1.5 C.4	Apply spelling and syllabication rules that aid in decoding and word recognition.
3.2.5 C.6	Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.
3.2.5 B.7	Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.
3.2.5 C.2	Use increasingly complex sentence structure and syntax to express ideas.
W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3.2.5 C.5	Use quotation marks and related punctuation correctly in passages of dialogue.
3.2.5 D.8	Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).
3.2.5 C.4	Use correct capitalization and punctuation, including commas and colons, throughout writing.
3.2.5 C.8	Edit writing for correct grammar usage, capitalization, punctuation, and spelling.
3.2.5 A.7	Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
<b>0545200725</b>	<b>Scholastic Success With Addition, Subtraction, Multiplication &amp; Division: Grade 4</b>
4.1.4 B.4.1	Addition of 3-digit numbers
4.1.4 B.6.a	Standard dollars and cents notation
4.1.4 B.5	Construct and use procedures for performing decimal addition and subtraction.
4.1.4 B.1.a	Addition and subtraction: joining, separating, comparing
4.1.4 B.4.2	Subtraction of 3-digit numbers
4.1.4 B.4.c	Multiplication of 2-digit numbers
4.1.4 B.4.3	Multiplication of 2-digit numbers
4.3.4 A.1.3	Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)
4.1.4 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as "skip counting" and "repeated subtraction") and then commit them to memory.
4.1.4 B.4.d	Division of 3-digit numbers by 1-digit numbers
4.1.4 B.4.4	Division of 3-digit numbers by 1-digit numbers

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.1.5 B.2.b

Mental math

4.1.5 B.2

Construct, use, and explain procedures for performing addition and subtraction with fractions and decimals with: Pencil-and-paper; Mental math; Calculator.

4.1.5 B.6

Understand and use the various relationships among operations and properties of operations.

4.1.5 A.2

Recognize the decimal nature of United States currency and compute with money.

4.1.5 B.3

Use an efficient and accurate pencil-and-paper procedure for division of a 3-digit number by a 2-digit number.

## 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**

4.1.2 B.3

Develop proficiency with basic addition and subtraction number facts using a variety of fact strategies (such as "counting on" and "near doubles") and then commit them to memory.

4.1.2 B.4.b

Mental math

## Success With Workbooks State Standards

**0545200962****Scholastic Success With Addition & Subtraction: Grade 3**

Alignment ID

Alignment Text

**0545200962****Scholastic Success With Addition & Subtraction: Grade 3**

4.1.3 B.4.2

Subtraction of 3-digit numbers

4.1.3 B.4.1

Addition of 3-digit numbers

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.2.3 C.5

Write legibly in manuscript or cursive to meet district standards.

3.2.4 C.11

Write legibly in manuscript or cursive to meet district standards.

## 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**

3.2.K C.3

Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.

3.2.K C.4

Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.

3.2.1 C.1

Write all upper and lowercase letters of the alphabet from memory.

3.2.1 C.6

Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

## 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**

4.1.5 A.1.a

All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers

4.1.5 A.1

Use real-life experiences, physical materials, and technology to construct meanings for numbers (unless otherwise noted, all indicators for grade 5 pertain to these sets of numbers as well): All fractions as part of a whole, as subset of a set, as a location on a number line, and as divisions of whole numbers; All decimals.

4.1.5 A.4

Use whole numbers, fractions, and decimals to represent equivalent forms of the same number.

4.1.5 B.2.b

Mental math

4.1.5 B.2

Construct, use, and explain procedures for performing addition and subtraction with fractions and decimals with: Pencil-and-paper; Mental math; Calculator.



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.1.4 A.5

Use concrete and pictorial models to relate whole numbers, commonly used fractions, and decimals to each other, and to represent equivalent forms of the same number.

4.1.4 A.1.2

Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line

4.1.4 A.1.b

Commonly used fractions (denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 16) as part of a whole, as a subset of a set, and as a location on a number line

4.1.4 B.9

Use concrete models to explore addition and subtraction with fractions.

Success With Workbooks State Standards

**0545200873**

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

Alignment ID	Alignment Text
<b>0545200873</b>	<b>Scholastic Success With Multiplication &amp; Division: Grade 3</b>
4.1.3 B.1.b	Multiplication: repeated addition, area/array
4.1.3 B.1.2	Multiplication: repeated addition, area/array
4.1.3 B.4.c	Multiplication of 2-digit numbers by 1-digit numbers
4.1.3 B.4.3	Multiplication of 2-digit numbers by 1-digit numbers
4.2.3 E.1	Determine the area of simple two-dimensional shapes on a square grid.
4.1.3 B.1.c	Division: repeated subtraction, sharing
4.1.3 B.2	Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as "skip counting" and "repeated subtraction").
4.3.3 A.1.2	Whole number patterns that grow or shrink as a result of repeatedly adding, subtracting, multiplying by, or dividing by a fixed number (e.g., 5, 8, 11,... or 800, 400, 200,...)

Success With Workbooks State Standards

**0545200865**

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

Alignment ID	Alignment Text
<b>0545200865</b>	<b>Scholastic Success With Multiplication Facts: Grades 3–4</b>
4.3.3 D.1.a	Commutative (e.g., $3 \times 7 = 7 \times 3$ )
4.3.4 D.1.a	Commutative (e.g., $3 \times 7 = 7 \times 3$ )
4.1.4 B.10	Understand and use the inverse relationships between addition and subtraction and between multiplication and division.
4.1.3 B.1.b	Multiplication: repeated addition, area/array
4.1.3 B.1.2	Multiplication: repeated addition, area/array
4.1.4 B.1.2	Multiplication: repeated addition, area/array
4.3.3 D.1.b	Identity element for multiplication is 1 (e.g., $1 \times 8 = 8$ )
4.3.3 D.1.c	Any number multiplied by zero is zero
4.3.4 D.1.b	Identity element for multiplication is 1 (e.g., $1 \times 8 = 8$ )
4.3.4 D.1.e	Any number multiplied by zero is zero.
4.3.3 D.1.2	Identity element for multiplication is 1 (e.g., $1 \times 8 = 8$ )
4.3.3 D.1.3	Any number multiplied by zero is zero

## Success With Workbooks State Standards

0545200865

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

Alignment ID

Alignment Text

4.3.4 D.1.2

Identity element for multiplication is 1 (e.g.,  $1 \times 8 = 8$ )

4.3.4 D.1.5

Any number multiplied by zero is zero

4.1.3 B.4.c

Multiplication of 2-digit numbers by 1-digit numbers

4.1.3 B.2

Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”).

4.1.4 B.2

Develop proficiency with basic multiplication and division number facts using a variety of fact strategies (such as “skip counting” and “repeated subtraction”) and then commit them to memory.

## Success With Workbooks State Standards

**0545200857****Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

**0545200857****Scholastic Success With Numbers & Concepts**

4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
4.3.1	Describe patterns in the environment.
4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).
4.1.3	Compare groups of objects (e.g., using the terms “more,” “less,” “same”).
4.1.4.a	match sets;
4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
4.1.4.b	spontaneously count for own purposes; and

Success With Workbooks State Standards

0545200849

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

Alignment ID	Alignment Text
<b>0545200849</b>	<b>Scholastic Success With Reading Comprehension: Grade 1</b>
3.1.1 E.1	Use prior knowledge to make sense of text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3.1.1 G.5	Make simple inferences.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3.1.1 E.3	Use pictures as cues to check for meaning.
3.1.1 F.1	Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Success With Workbooks State Standards

0545200830

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

Alignment ID	Alignment Text
<b>0545200830</b>	<b>Scholastic Success With Reading Comprehension: Grade 2</b>
3.1.2 C.1	Look for known chunks or small words to attempt to decode an unknown word.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
3.1.2 G.1	Demonstrate ability to recall facts and details of text.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.2 G.2	Recognize cause and effect in text.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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**

NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R9

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

3.1.3 G.7

Summarize major points from fiction and nonfiction texts.

NJSLSA.R4

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.

NJSLSA.L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3.1.3 C.1

Know sounds for a range of prefixes and suffixes (e.g., re-, -ment, -tion).

NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3.1.3 H.2

Draw conclusions from information and data gathered.

NJSLSA.L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



## Success With Workbooks State Standards

0545200822

## Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.1.3 C.a	How do I figure out a word I do not know?
3.1.3 E.3	Use pictures and context clues to assist with decoding of new words.
3.1.3 F.5	Use pictures and context clues to assist with meaning of new words.
3.1.3 F.3	Infer word meaning from taught roots, prefixes, and suffixes.
3.1.3 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3.1.3 G.14	Use information and reasoning to examine bases of hypotheses and opinions.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.3 E.1	Set purpose for reading and check to verify or change predictions during/after reading.
3.1.3 G.8	Draw conclusions and inferences from texts.
3.1.3 E.A	Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
3.1.3 H.3	Read a variety of nonfiction and fiction books and produce evidence of understanding.
3.1.3 G.2	Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.

Success With Workbooks State Standards

**0545200814**

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

Alignment ID	Alignment Text
<b>0545200814</b>	<b>Scholastic Success With Reading Comprehension: Grade 4</b>
NJSLSA.SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.R4	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.
NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
3.1.4 C.a	How do I figure out a word I do not know?
3.1.4 E.1	Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
3.1.4 F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.4 F.2	Infer specific word meanings in the context of reading passages.

## Success With Workbooks State Standards

0545200814

## Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
3.1.4 G.5	Follow simple multiple-steps in written instructions.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.4 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3.1.4 G.3	Cite evidence from text to support conclusions.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3.1.4 E.a	What do readers do when they do not understand everything in a text?
3.1.4 G.7	Identify and summarize central ideas in informational texts.
3.2.4 D.5	Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
3.1.4 G.2	Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e. g., science, social studies).
NJSLSA.R6	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
<b>0545200806</b>	<b>Scholastic Success With Reading Comprehension: Grade 5</b>
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
3.1.5 G.8	Distinguish between major and minor details.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4	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.
NJLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3.1.5 C.a	How do I figure out a word I do not know?
3.1.5 C.2	Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.
3.1.5 C.3	Interpret new words correctly in context.
3.1.5 D.2	Apply knowledge of letter-sound associations, language structures, and context to recognize words.
3.1.5 E.4	Make revisions to text predictions during and after reading.

## Success With Workbooks State Standards

0545200806

## Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
3.1.5 F.1	Infer word meanings from learned roots, prefixes, and suffixes.
3.1.5 F.2	Infer specific word meanings in the context of reading passages.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3.1.5 G.9	Make inferences using textual information and provide supporting evidence.
3.1.5 G.A	Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
3.1.5 H.5	Draw conclusions from information gathered from multiple sources.
3.1.5 G.3	Use cause and effect and sequence of events to gain meaning.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
3.1.5 G.1	Identify author's purpose, views, and beliefs.

Success With Workbooks State Standards

0545200792

**Scholastic Success With Writing: Grade 1**

Alignment ID	Alignment Text
<b>0545200792</b>	<b>Scholastic Success With Writing: Grade 1</b>
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.2.1 C.2	Begin to use basic punctuation and capitalization.
NJSLSA.R5	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.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3.1.1 A.3	Locate and identify the title, author, and illustrator of a book or reading selection.
3.2.1 A.3	Begin to use a basic writing process to develop writing.

Success With Workbooks State Standards

**0545200784**

**Scholastic Success With Writing: Grade 2**

Alignment ID	Alignment Text
<b>0545200784</b>	<b>Scholastic Success With Writing: Grade 2</b>
3.2.2 C.2	Apply basic rules of capitalization.
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.R5	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.
3.2.2 A.4	Use sentences to convey ideas in writing.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3.2.2 A.3	Begin to develop an awareness of simple story structures and author’s voice.
3.2.2 C.1	Use correct end point punctuation.

Success With Workbooks State Standards

0545200776

**Scholastic Success With Writing: Grade 3**

Alignment ID	Alignment Text
<b>0545200776</b>	<b>Scholastic Success With Writing: Grade 3</b>
3.2.3 D.6	Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.
3.2.3 B.1	Write a descriptive piece, such as a description of a person, place, or object.
3.2.3 C.2	Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.2.3 C.1	Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3.2.3 A.7	Build awareness of ways authors use paragraphs to support meaning.
3.2.3 C.3	Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.
3.2.3 D.9	Write non-fiction text (e.g., reports, procedures, letters).



Success With Workbooks State Standards

0545200768

**Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
<b>0545200768</b>	<b>Scholastic Success With Writing: Grade 4</b>
3.2.4 C.2	Use increasingly complex sentence structure and syntax to express ideas.
3.2.4 B.7	Recognize the difference between complete sentences and sentence fragment and examine the uses of each in real-world writing.
NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.2.4 A.11	Reflect on one’s writing, noting strengths and areas needing improvement.
3.2.4 A.7	Review and edit work for spelling, mechanics, clarity, and fluency.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
3.2.4 B.3	Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closing, and using dialogue.
3.2.4 B.5	Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.
3.2.4 B.2	Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information.
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3.2.4 D.8	Write informational reports that frame a topic, include facts and details, and draw information from several sources.
3.2.4 B.10	Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.
3.2.4 D.10	Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect.
3.2.4 C.6	Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
3.2.4 C.7	Indent in own writing to show the beginning of a paragraph.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.4 C.3	Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses.
3.2.4 A.5	Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closing, and improving word choice and consistency of voice.
3.2.4 B.A	Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
3.2.4 B.6	Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.
3.2.4 B.8	Improve the clarity of writing by rearranging words, sentences, and paragraphs.
3.2.4 B.9	Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.
3.2.4 D.13	Demonstrate the development of a personal style and voice in writing.
3.2.4 A.3	Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
3.2.4 D.2	Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.
3.2.4 D.5	Use writing to paraphrase, clarify, and reflect on new learning across the curriculum.
3.2.4 D.7	Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events.
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.2.4 C.1	Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
3.2.4 C.4	Use punctuation correctly in sentences such as ending punctuation, commas, and quotation marks in dialogue.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

NJLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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NJLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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3.2.4 A.2

Develop an awareness of form, structure, and author's voice in various genres.

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3.2.4 A.4

Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.

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3.2.4 D.A

A writer selects a form based on audience and purpose.

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3.2.4 D.1

Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).

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Success With Workbooks State Standards

**054520075X**

**Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
<b>054520075X</b>	<b>Scholastic Success With Writing: Grade 5</b>
3.2.5 A.1	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
3.2.5 B.4	Write various types of prose, such as short stories, biography, autobiography, or memoir, that contain narrative elements.
3.2.5 C.2	Use increasingly complex sentence structure and syntax to express ideas.
3.2.5 B.10	Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.2.5 C.1	Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
3.2.5 C.8	Edit writing for correct grammar usage, capitalization, punctuation, and spelling.
3.3.5 C.2	Use varied word choice to clarify, illustrate, and elaborate.
3.2.5 D.12	Demonstrate the ability to write friendly/business letters in correct format and coherent style.

## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3.2.5 B.2	Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue based).
3.2.5 B.5	Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.
3.2.5 D.9	Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.
3.2.5 D.10	Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page.
3.2.5 D.11	Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.
3.2.5 B.9	Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.
3.2.5 D.13	Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; 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
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
3.2.5 A.4	Develop an awareness of form, structure, and author’s voice in various genres.
3.2.5 A.6	Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.
3.2.5 D.A	A writer selects a form based on audience and purpose.
3.2.5 D.1	Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).
3.2.5 D.3	Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.5 C.7	Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.
3.2.5 A.10	Review and edit work for spelling, usage, clarity, organization, and fluency.

## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
3.2.5 B.6	Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately.
3.2.5 D.5	Use transitions between and within paragraphs.
3.2.5 D.6	Organize paragraphs using topic sentences.
3.2.5 D.15	Demonstrate the development of a personal style and voice in writing.
3.2.5 D.7	Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3.2.5 A.A	Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
3.2.5 A.3	Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
3.2.5 A.5	Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.
3.2.5 C.4	Use correct capitalization and punctuation, including commas and colons, throughout writing.
3.2.5 C.5	Use quotation marks and related punctuation correctly in passages of dialogue.



## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

3.2.5 D.8

Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).

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3.2.5 A.2

Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.

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3.2.5 A.8

Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.

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3.2.5 A.7

Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.

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3.2.5 B.7

Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.

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3.1.5 G.13

Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).

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3.1.5 G.14

Identify and respond to the elements of sound and structure in poetry.

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.2.3 C.5

Write legibly in manuscript or cursive to meet district standards.

3.2.4 C.11

Write legibly in manuscript or cursive to meet district standards.

## 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**

3.2.K C.3

Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.

3.2.K C.4

Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.

3.2.1 C.1

Write all upper and lowercase letters of the alphabet from memory.

3.2.1 C.6

Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.1.K C.1

Recognize some words by sight.

3.1.K C.3

Recognize and read one's name.