

0545200946

Scholastic Success With Alphabet

Alignment ID	Alignment Text
K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.
K.L.1a	Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.
CLL-10.d	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).
CLL-6.b	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
CLL-6.e	Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").
CLL-8.a	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
CLL-8.b	Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.
CLL-8.c	Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")
1.6	Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID	Alignment Text
1.8	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
1.9	Identify at least 10 letters of the alphabet, especially those in their own name.
CLL-5.b	Make predictions of next steps in a story.
K.L.5a	Sort common objects into categories to gain a sense of the concepts the categories represent.
K.L.5c	Identify real-life connections between words and their use.
CLL-3.e	Demonstrate understanding of an increasingly rich vocabulary.
CLL-3.h	Put similar words into categories (hat, mitten, coat, boot).
K.L.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CLL-3.i	Name common opposites for some words.
K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.
K.L.1a	Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
CLL-10.d	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).
CLL-6.b	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
CLL-6.e	Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").
CLL-8.a	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
CLL-8.b	Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them.
CLL-8.c	Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")
1.8	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
K.RF.2a	Recognize and produce rhyming words.
CLL-7.d	Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.
K.RF.2a	Recognize and produce rhyming words.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.RF.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
3.9	Identify words that begin with the same sound from a small group of words.
CLL-5.b	Make predictions of next steps in a story.
1.5	Make predictions of next steps in a story.
K.L.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
CLL-3.g	Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. ("It's not just warm, it's burning hot!")
CLL-3.a	Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts).
K.RF.3c	Read grade-level appropriate high-frequency words by sight.
K.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
K.L.5a	Sort common objects into categories to gain a sense of the concepts the categories represent.
K.L.5c	Identify real-life connections between words and their use.
CLL-3.e	Demonstrate understanding of an increasingly rich vocabulary.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
CLL-7.d	Identify sounds and words in their daily environment.
CLL-3.h	Put similar words into categories (hat, mitten, coat, boot).
CLL-3.i	Name common opposites for some words.
CLL-6.d	Recognize own first name in print and that of some friends.
CLL-8.d	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.
1.7	Recognize own first name in print.
1.9	Identify at least 10 letters of the alphabet, especially those in their own name.
K.RF.2a	Recognize and produce rhyming words.
K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.
1.9	Identify at least 10 letters of the alphabet, especially those in their own name.
K.RF.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
K.RF.3a	Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
K.RF.3b	Associate the long and short sounds for the five vowels.
K.L.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CLL-8.b	Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name).
CLL-10.d	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).
CLL-6.b	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
CLL-6.e	Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled "blocks").
CLL-7.d	Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words.
CLL-8.a	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
CLL-8.c	Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
CLL-8.d	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.
1.6	Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.)
1.8	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
K.RF.1d	Recognize and name all upper- and lowercase letters of the alphabet.
CLL-8.b	Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name).
1.9	Identify at least 10 letters of the alphabet, especially those in their own name.
K.RF.2d	Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
K.RF.2e	Add or substitute individual sounds (phonemes) in three-phoneme words (consonant-vowel-consonant, or CVC) to make new words.
K.RF.3a	Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant.
K.RF.3b	Associate the long and short sounds for the five vowels.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
K.L.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CLL-10.d	Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present).
CLL-6.b	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).
CLL-8.a	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
CLL-8.c	Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.")
CLL-8.d	Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.
1.8	Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet.
1.NBT.A.1.b	Read and write numerals.
1.NBT.A.1.c	Represent a number of objects with a written numeral.
2.OA.B.2.b	By end of Grade 2, know from memory all sums of two one-digit numbers.
2.MD.C.8.a	Recognize and know the value of coins up to one dollar.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

3.OA.C.7.a

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.C.7.b

Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

3.MD.C.9

Determine the value of a collection of money using dollar sign and decimal point appropriately. Understand that the digits to the right of the decimal represent parts of a whole dollar.

4.NBT.A.2.a

Read and write multi-digit whole numbers using base-ten numerals (standard form), number names (word form), and expanded form.

4.NBT.A.2.b

Compare two multi-digit numbers based on values of the digits in each place, using $<$, $>$, and $=$ symbols to record the results of comparisons.

4.OA.A.1.b

Know from memory (quick effortless recall of facts) all products of two one-digit numbers.

4.OA.A.1.a

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal or written statements of multiplicative comparisons as multiplication equations.

5.MD.B.2.b

Use information from a line plot representing an unequal situation and redistribute whole or fractional parts to create an equal distribution.

5.NBT.B.7.a

Add and subtract decimals.

5.NBT.B.7.b

Multiply and divide decimals.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.MD.C.9

Determine the value of a collection of money using dollar sign and decimal point appropriately. Understand that the digits to the right of the decimal represent parts of a whole dollar.

3.OA.C.7.a

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

3.OA.C.7.b

Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.

4.NBT.A.2.a

Read and write multi-digit whole numbers using base-ten numerals (standard form), number names (word form), and expanded form.

4.OA.A.1.a

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal or written statements of multiplicative comparisons as multiplication equations.

5.MD.B.2.b

Use information from a line plot representing an unequal situation and redistribute whole or fractional parts to create an equal distribution.

5.MD.C.5.b

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

5.NBT.B.7.a

Add and subtract decimals.

5.NBT.B.7.b

Multiply and divide decimals.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

6.SP.A.3

Recognize that a measure of center (mean and/or median) for a numerical data set summarizes all of its values with a single number, while a measure of variation (such as mean absolute deviation and/or range) summarizes data points' distances from the mean or each other.

3.RI.10a

Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

3.RI.10b

With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

3.RF.3a

Identify and know the meaning of the most common prefixes and derivational suffixes.

3.RF.4c

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

3.L.4a

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

3.L.4c

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

3.L.4b

Determine the meaning of words when affixes are added.

3.L.5a

Distinguish the literal and nonliteral meanings of words and phrases in context.

3.L.5b

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

4.RI.10a

Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
4.RI.10b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
4.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
4.L.5b	Recognize and explain the meaning of common idioms and proverbs.
4.L.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
4.L.4a	Use context as a clue to the meaning of a word or phrase.
4.L.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
5.L.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.RI.10a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout text structure, language features, knowledge demands).
5.RI.10b	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
5.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.W.9b	Apply grade 5 reading standards for informational texts to writing
5.L.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
5.L.5a	Interpret figurative language, including similes and metaphors, in context.
5.L.5b	Recognize and explain the meaning of common idioms and proverbs.
5.L.4a	Use context as a clue to the meaning of a word or phrase.
5.L.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6.RL.10a	Read and comprehend with proficiency at grade level.
6.RI.10a	Read and comprehend with proficiency at grade level.
6.RI.10b	Self-select texts for personal enjoyment, interest, and academic tasks.
6.RI.10c	Read widely to understand multiple perspectives and diverse viewpoints.
6.W.9b	Apply grade 6 Reading standards for informational texts to writing.
6.L.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
6.L.4d	Verify the preliminary determination of the meaning of a word or phrase.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.L.5a	Interpret figures of speech (e.g., personification, etc.) in context.
6.L.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
6.L.4a	Use context as a clue to the meaning of a word or phrase.
6.L.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
1.L.2b	Use end punctuation for sentences.
1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.1b	Use common, proper, and possessive nouns.
1.L.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.L.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
1.L.1f	Use frequently occurring adjectives.
1.L.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
1.L.1h	Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).
1.L.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1.L.5d	Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.
1.RF.1b	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.L.2a	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
2.L.2a	Capitalize holidays, product names, and geographic names.
2.L.1g	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1f	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.2c	Use an apostrophe to form contractions and singular possessives.
2.L.1e	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
2.L.5b	Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
3.L.1c	Form and use regular and irregular plural nouns.
3.L.1g	Ensure subject-verb and pronoun-antecedent agreement.
3.L.1h	Form and use adverbs and adjectives (comparative and superlative).
3.L.1j	Produce simple, compound, and complex sentences.
3.L.2d	Form and use possessives.
3.L.2b	Use commas in addresses.
3.L.2c	Use commas and quotation marks in dialogue.
3.L.1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.1e	Form and use regular and irregular verbs.
3.L.1f	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
4.L.1g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4.L.2c	Use a comma before a coordinating conjunction in a compound sentence.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
4.L.1d	Use modal auxiliary verbs such as can, may, and must to convey various conditions to clarify meaning.
4.L.1c	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.1e	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.1f	Form and use prepositional phrases.
4.L.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.L.1b	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
5.L.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.1d	Recognize and correct inappropriate shifts in verb tense.
5.L.1b	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked.).
5.L.1c	Use verb tense to convey various times, sequences, states, and conditions.
5.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.L.2d	Use underlining, quotation marks, or italics to indicate titles of works.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
5.L.1a	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
5.L.2a	Use commas to separate items in a series.
5.L.2b	Use a comma to separate an introductory element from the rest of the sentence.
5.L.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
4.OA.A.1.b	Know from memory (quick effortless recall of facts) all products of two one-digit numbers.
4.OA.A.1.a	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal or written statements of multiplicative comparisons as multiplication equations.
5.NBT.B.7.a	Add and subtract decimals.
5.MD.C.5.b	Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
5.NBT.B.7.b	Multiply and divide decimals.
2.OA.B.2.b	By end of Grade 2, know from memory all sums of two one-digit numbers.
2.OA.B.2.a	Fluently add and subtract within 20 using mental strategies.
3.L.1a	Write legibly in print or cursive, using appropriate spacing and margins.

Success With Workbooks State Standards

0545200911

Scholastic Success With Contemporary Cursive: Grades 2–4

Alignment ID	Alignment Text
4.L.1a	Write legibly and fluently in print or cursive using appropriate spacing and margins.
K.L.1a	Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.
1.L.1a	Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.
5.MD.B.2.a	Use operations on fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) for this grade to solve problems involving information presented in line plots.
5.MD.B.2.b	Use information from a line plot representing an unequal situation and redistribute whole or fractional parts to create an equal distribution.
5.NBT.B.7.a	Add and subtract decimals.
5.NBT.B.7.b	Multiply and divide decimals.
3.OA.C.7.a	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.
3.OA.C.7.b	Demonstrate fluency (skill in carrying out procedures flexibly, appropriately, efficiently, and accurately) for all products of two one-digit numbers.
3.OA.C.7.a	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID	Alignment Text
4.OA.A.1.a	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal or written statements of multiplicative comparisons as multiplication equations.
4.OA.A.1.b	Know from memory (quick effortless recall of facts) all products of two one-digit numbers.
5.2	Identify simple patterns in the context of play or daily activities (such as “block, car, block, car”) and use patterns to describe relationships between objects (“car follows block”).
5.3	Predict, repeat, and extend a simple pattern in the context of play or daily activities (“dish, spoon, dish, spoon”).
1.9	Give up to 5 items when requested.
1.L.5a	Sort words into categories to gain a sense of the concepts the categories represent.
1.L.5b	Define words by category and by one or more key attributes.
1.L.5c	Identify real-life connections between words and their use.
1.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.RL.10b	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
1.RI.10b	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
2.L.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening, including making comparisons between formal and informal English.
2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.RL.10a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
2.RL.10b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
3.RI.9	Compare and contrast the main ideas and key details presented in two texts on the same topic.
3.L.4b	Determine the meaning of words when affixes are added.
3.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3.L.3b	Recognize and observe differences between formal and informal English.
4.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
4.L.4a	Use context as a clue to the meaning of a word or phrase.
5.L.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.L.4a	Use context as a clue to the meaning of a word or phrase.
1.L.2a	Capitalize the first word in a sentence, the pronoun I, dates, and names of people.
1.L.2b	Use end punctuation for sentences.
1.RF.1a	Recognize that sentences are made of words put together in a meaningful sequence.
1.RF.1b	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.1f	Use frequently occurring adjectives.
1.L.1h	Use determiners (e.g., articles - a, an, the; demonstratives - this, that, these, those).

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
1.L.5d	Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.
1.W.3a	Recount two or more appropriately sequenced events.
1.W.3c	Use words to signal event order.
2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.1f	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.1g	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.2b	Use commas in greetings and closings of letters. Use commas to separate single words in a series.
2.L.1e	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2.L.5b	Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.W.3a	Recount a well-elaborated event or short sequence of events.
2.W.3c	Use temporal words to signal event order and provide a sense of closure.
2.W.3b	Include details to describe actions, thoughts, and feelings.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
3.W.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.L.1j	Produce simple, compound, and complex sentences.
3.L.1b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.1h	Form and use adverbs and adjectives (comparative and superlative).
3.W.3b	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.L.2c	Use commas and quotation marks in dialogue.
3.W.2b	Develop the topic with facts, definitions, and details.
4.L.2a	Use correct capitalization.
4.L.2c	Use a comma before a coordinating conjunction in a compound sentence.
4.L.1g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4.W.1b	Provide reasons that are supported by facts and details.
4.W.1c	Link opinion and reasons using grade level appropriate words and phrases.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.W.1d	Provide a conclusion related to the opinion presented.
4.W.2a	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
4.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.W.2c	Link ideas within paragraphs and sections of information using grade level appropriate words and phrases.
4.W.2e	Provide a conclusion related to the information or explanation presented.
4.W.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
4.L.1e	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.1c	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.1d	Use modal auxiliary verbs such as can, may, and must to convey various conditions to clarify meaning.
4.L.3a	Choose words and phrases to convey ideas precisely.
4.L.3b	Choose punctuation for effect.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
4.L.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.W.3b	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
4.W.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
4.L.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.W.10	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
5.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.L.2a	Use commas to separate items in a series.
5.L.2b	Use a comma to separate an introductory element from the rest of the sentence.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.L.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
5.L.1a	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
5.W.2e	Provide a conclusion related to the information or explanation presented.
5.W.3e	Provide a conclusion that follows the narrated experiences or events.
5.W.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.3d	Use concrete words and phrases and figurative and sensory details to convey experiences and events precisely.
5.W.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.W.1b	Provide logically ordered reasons that are supported by facts and details.
5.W.1c	Link opinion and reasons using grade level appropriate words, phrases, and clauses.
5.W.1d	Provide a conclusion related to the opinion presented.
5.W.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

5.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

5.W.2a

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features and multimedia when useful to support comprehension for the reader.

5.W.3b

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

5.L.3a

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

5.L.5a

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

3.L.1a

Write legibly in print or cursive, using appropriate spacing and margins.

4.L.1a

Write legibly and fluently in print or cursive using appropriate spacing and margins.

K.L.1a

Print all uppercase (capital) and lowercase letters of the alphabet using correct formation.

1.L.1a

Print all uppercase (capital) and lowercase letters correctly and fluently. Space letters, words, and sentences appropriately.

K.RF.3c

Read grade-level appropriate high-frequency words by sight.

K.RF.4c

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

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

CLL-3.e

Demonstrate understanding of an increasingly rich vocabulary.

CLL-6.d

Recognize own first name in print and that of some friends.

CLL-8.d

Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

1.7

Recognize own first name in print.

1.9

Identify at least 10 letters of the alphabet, especially those in their own name.

3.5

Demonstrate understanding of an increasingly rich vocabulary.