

Success With Workbooks State Standards

0545200946**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

0001.1.11.a

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

0001.1.11.c

Use letter-sound matches to decode simple words.

0001.1.11.d

Understand that as letters of a word change, so do the sounds (alphabetic principle).

0001.3.4

Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.

K.FL.PC.1.b

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

K.FL.PC.1.c

Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.

K.FL.PC.1.d

Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

K.FL.WC.4.a

Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.g

Print many upper and lowercase letters.

PK.FL.PC.1.c

With guidance and support, understand that words are made up of alphabet letters.

PK.FL.PC.1.d

Recognize familiar uppercase letters and some of the most common lowercase letters.

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Scholastic Success With Alphabet

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PK.FL.PWR.3.a

Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.

PK.FL.WC.4.a

Begin to recognize the difference between upper and lowercase letters.

PK.FL.WC.4.b

Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).

RF.PK.1c

With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.

RF.PK.1d

Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.

L.PK.1a

With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).

L.PK.2a

Show awareness of the difference between upper- and lower-case letters.

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0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
K.G.B.6	Compose larger shapes using simple shapes and identify smaller shapes within a larger shape.
PK.G.A.2	Correctly name some two-dimensional shapes.
PK.G.A.4	Begin to describe objects in the environment using names of shapes.
PK.G.B.6	Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.
PK.MD.1	Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.
PK.G.5	Identify shapes in the real world environment.
PK.CC.A.1	Count forward from 1 to 30.
PK.CC.A.3	Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).
PK.CC.A.4	Begin to name numerals 0-10.
PK.CC.B.5b	Given a number from 1-10, count out that many objects.
PK.CC.B.5c	With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle.

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Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

PK.OA.A.1

With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

PK.OA.A.3

Compose and decompose numbers to 5, in more than one way, by using objects or drawings.

PK.OA.A.4

Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5.

PK.MD.B.3

Begin to recognize currency and its purpose.

PK.CC.1

Listen to and say the names of numbers in many contexts.

PK.CC.2

Verbally count forward in sequence from 1-30.

PK.CC.3

Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing — the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).

PK.CC.4b

Understand that the last number name said tells the number of objects counted, up to ten.

PK.OA.1

Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.

PK.OA.3

Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).

PK.CC.B.4a

When counting objects, say the number names in the standard order, using one-to-one correspondence.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
PK.CC.B.4b	Understand that the last number name said tells the number of objects counted.
PK.CC.B.4c	Recognize that one more object added to a group of objects changes the quantity as a whole.
PK.CC.B.5d	With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.
PK.CC.C.6	Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.
PK.CC.4a	Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.
PK.CC.5	With guidance and support count to answer “how many?” questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.
PK.CC.6	Use comparative language, such as more/less than or equal to, to compare and describe collections of objects by matching.
0001.5.1	Arrange three items or events in sequential order.
PK.MD.A.2	Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e., heavier/lighter, longer/shorter, etc.).
PK.MD.2	Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
PK.G.A.1	Begin to use relative position words in appropriate context, such as above, below, beside, and between.
PK.MD.A.1	Describe measurable attributes of a single object, such as length, width, height.
PK.G.B.4	Describe similarities and differences between two-dimensional shapes.
PK.G.4	With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not_____.
RF.PK.3c	Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).
K.FL.VA.7b.i	Sort common objects into categories to gain a sense of the concepts the categories represent.
K.FL.VA.7b.iii	Make real-life connections between words and their use.
K.MD.C.4	Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.
PK.FL.VA.7b.1	Sort common objects into categories to gain a sense of the concepts the categories represent.
PK.FL.VA.7b.3	Make real-life connections between words and their use.
PK.MD.C.4	Sort a collection of objects into given categories using more than one attribute.

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Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

L.PK.5a

Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).

PK.MD.3

Sort, categorize, and classify objects by more than one attribute.

0001.1.8

Use context clues to identify vocabulary in text.

0001.1.11.f

Use the first letter of a word paired with a picture as a decoding strategy.

K.FL.VA.7b.ii

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

L.PK.5b

Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).

L.PK.5c

Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).

0001.1.5

Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

K.FL.WC.4.c

Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.

L.PK.2d

With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0001.1.11.a	Recognize and name all uppercase/lowercase letters of the alphabet.
0001.1.11.c	Use letter-sound matches to decode simple words.
0001.1.11.d	Understand that as letters of a word change, so do the sounds (alphabetic principle).
0001.3.4	Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.
K.FL.PC.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.FL.PC.1.c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
K.FL.PC.1.d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
K.FL.WC.4.a	Write uppercase and lowercase manuscript letters from memory.
K.FL.WC.4.g	Print many upper and lowercase letters.
PK.FL.PC.1.c	With guidance and support, understand that words are made up of alphabet letters.
PK.FL.PC.1.d	Recognize familiar uppercase letters and some of the most common lowercase letters.
PK.FL.PWR.3.a	Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.

Success With Workbooks State Standards

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
PK.FL.WC.4.a	Begin to recognize the difference between upper and lowercase letters.
PK.FL.WC.4.b	Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).
RF.PK.1c	With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.
RF.PK.1d	Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.
L.PK.1a	With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).
L.PK.2a	Show awareness of the difference between upper- and lower-case letters.
0001.1.10.a	Understand that a phoneme is one distinct sound.
0001.1.10.e	Recognize and produce rhyming words.
K.FL.PA.2.a	Recognize and begin to produce rhyming words.
PK.FL.PA.2.a	Recognize and discriminate between rhyming words in spoken language.
RF.PK.2a	Recognize and discriminate rhyming words in spoken language.

Success With Workbooks State Standards

054520092X Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
L.PK.5c	Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).
K.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
PK.SL.PKI.4	Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.
SL.PK.4	Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.
0001.1.10.a	Understand that a phoneme is one distinct sound.
0001.1.10.e	Recognize and produce rhyming words.
0001.1.10.f	Recognize words that have the same beginning and ending sounds.
0001.1.11.f	Use the first letter of a word paired with a picture as a decoding strategy.
K.FL.PA.2.a	Recognize and begin to produce rhyming words.
K.FL.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
K.FL.WC.4.c	Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
PK.FL.PA.2.a	Recognize and discriminate between rhyming words in spoken language.
PK.FL.PA.2.d	Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
PK.FL.PA.2.e	Identify whether or not two words begin or end with the same sound.
RF.PK.2a	Recognize and discriminate rhyming words in spoken language.
RF.PK.2e	With guidance and support, identify whether or not two words begin with the same sound.
RF.PK.3d	With guidance and support, discriminate between words with the same and different first letter sounds.
L.PK.2d	With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.
0001.5.1	Arrange three items or events in sequential order.
RL.PK.2	With guidance and support, recall important facts to retell a familiar story in sequence.
K.FL.VA.7b.ii	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
RI.PK.4	Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words found in informational text.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RL.PK.4	Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.
0001.1.7	Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop signs).
L.PK.1f	With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.
0001.8.7	Read simple text containing familiar letter-sound correspondence and high frequency words.
L.PK.1b	With modeling and support, use frequently occurring (often theme-based) vocabulary words.
0001.1.6	Read high frequency words (e.g., the, and, can, color words, number words).
0001.1.8	Use context clues to identify vocabulary in text.
0001.1.9	Build vocabulary by reading, listening to, and discussing a variety of literature.
K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.
K.FL.VA.7b.i	Sort common objects into categories to gain a sense of the concepts the categories represent.
K.FL.VA.7b.iii	Make real-life connections between words and their use.
K.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.RI.CS.4	With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
PK.FL.PWR.3.b	Recognize high-frequency words by sight, including own name and other familiar words in the environment.
PK.FL.VA.7b.1	Sort common objects into categories to gain a sense of the concepts the categories represent.
PK.FL.VA.7b.2	Demonstrate understanding of frequently occurring verbs and adjectives.
PK.FL.VA.7b.3	Make real-life connections between words and their use.
PK.FL.VA.7c	Use words and phrases acquired through conversations, being read to, and responding to texts.
RF.PK.3c	Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).
L.PK.5a	Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).
L.PK.5b	Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).
L.PK.6	Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID

Alignment Text

0545201144

Scholastic Success With Consonants

0001.1.10.a

Understand that a phoneme is one distinct sound.

0001.1.10.e

Recognize and produce rhyming words.

K.FL.PA.2.a

Recognize and begin to produce rhyming words.

PK.FL.PA.2.a

Recognize and discriminate between rhyming words in spoken language.

RF.PK.2a

Recognize and discriminate rhyming words in spoken language.

K.FL.PC.1.d

Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.

PK.FL.PC.1.d

Recognize familiar uppercase letters and some of the most common lowercase letters.

PK.FL.WC.4.a

Begin to recognize the difference between upper and lowercase letters.

RF.PK.1d

Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.

L.PK.2a

Show awareness of the difference between upper- and lower-case letters.

0001.1.10.f

Recognize words that have the same beginning and ending sounds.

0001.1.11.a

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

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0001.1.11.b	Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
0001.1.11.c	Use letter-sound matches to decode simple words.
0001.1.11.d	Understand that as letters of a word change, so do the sounds (alphabetic principle).
0001.1.11.f	Use the first letter of a word paired with a picture as a decoding strategy.
0001.8.7	Read simple text containing familiar letter-sound correspondence and high frequency words.
K.FL.PC.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.FL.PC.1.c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
K.FL.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
K.FL.PWR.3.a	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
K.FL.PWR.3.b	Associate the long and short phonemes with common spellings for the five major vowels.
K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.
K.FL.WC.4.b	Write a letter/letters for most consonant and short vowel sounds (phonemes).

Success With Workbooks State Standards

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Scholastic Success With Consonants

Alignment ID	Alignment Text
K.FL.WC.4.c	Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.
K.FL.WC.4.e	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
PK.FL.PC.1.c	With guidance and support, understand that words are made up of alphabet letters.
PK.FL.PA.2.d	Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
PK.FL.PA.2.e	Identify whether or not two words begin or end with the same sound.
PK.FL.PWR.3.a	Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.
RF.PK.1c	With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.
RF.PK.2e	With guidance and support, identify whether or not two words begin with the same sound.
RF.PK.3a	Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.
RF.PK.3d	With guidance and support, discriminate between words with the same and different first letter sounds.

0545201144

Scholastic Success With Consonants

Alignment ID

Alignment Text

L.PK.2d

With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
0001.1.11.a	Recognize and name all uppercase/lowercase letters of the alphabet.
K.FL.PC.1.d	Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.
PK.FL.PC.1.d	Recognize familiar uppercase letters and some of the most common lowercase letters.
RF.PK.1d	Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.
L.PK.2a	Show awareness of the difference between upper- and lower-case letters.
K.FL.PA.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
K.FL.PWR.3.d	Decode regularly spelled CVC words.
PK.FL.PWR.3.c	Begin to decode regularly spelled CVC words.
0001.1.5	Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
0001.1.10.a	Understand that a phoneme is one distinct sound.
0001.1.11.b	Understand that the sequence of letters in a written word represents the sequence of sounds in a word.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0001.1.11.c	Use letter-sound matches to decode simple words.
0001.1.11.d	Understand that as letters of a word change, so do the sounds (alphabetic principle).
0001.8.7	Read simple text containing familiar letter-sound correspondence and high frequency words.
K.FL.PC.1.c	Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.
K.FL.PWR.3.a	Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.
K.FL.PWR.3.b	Associate the long and short phonemes with common spellings for the five major vowels.
K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.
K.FL.WC.4.b	Write a letter/letters for most consonant and short vowel sounds (phonemes).
K.FL.WC.4.c	Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.
K.FL.WC.4.d	Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, I) and CV (be, go) words with long vowels.
K.FL.WC.4.e	Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
PK.FL.PC.1.c	With guidance and support, understand that words are made up of alphabet letters.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID

Alignment Text

PK.FL.PWR.3.a

Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.

PK.FL.WC.4.a

Begin to recognize the difference between upper and lowercase letters.

RF.PK.1c

With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.

RF.PK.3a

Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.

L.PK.2d

With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.OA.C.6

Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.

1.MD.B.4

Count the value of a set of like coins less than one dollar using the ¢ symbol only.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.NBT.A.1

Know that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e. g., 706 can be represented in multiple ways as 7 hundreds, 0 tens, and 6 ones; 706 ones; or 70 tens and 6 ones).

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

0545200679**Scholastic Success With Math: Grade 5**

5.NBT.A.3

Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

5.OA.B.3.a

Identify relationships between corresponding terms in two numerical patterns.

5.OA.B.3.b

Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

0545200644**Scholastic Success With Math Tests: Grade 5**

5.OA.B.3.a

Identify relationships between corresponding terms in two numerical patterns.

5.OA.B.3.b

Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.

5.NBT.A.3

Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

6.EE.A.3

Apply the properties of operations (including, but not limited to, commutative, associative, and distributive properties) to generate equivalent expressions. The distributive property is prominent here.

6.SP.B.4

Display a single set of numerical data using dot plots (line plots), box plots, pie charts and stem plots.

6.SP.A.2

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center (mean, median, mode), spread (range), and overall shape.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.
0301.1.20	Use a variety of previously learned strategies to determine the meanings of unfamiliar words.
0301.5.1	Distinguish fact from opinion.
0301.5.4	Draw inferences and adjust predictions during reading.
0301.5.5	Draw conclusions based on evidence acquired during reading.
0301.6.1	Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer's position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
0301.6.2	Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
0301.6.3	Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading).
0301.6.4	Identify the main idea and supporting details in text.
0301.6.6	Use text features to locate information (e.g., charts, tables of contents, maps and legends, illustrations).

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0301.6.7	Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).
0301.8.1	Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer’s position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
0301.8.2	Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
0301.8.3	Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading, identify the stated or implied main idea).
0301.8.6	Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
0301.8.7	Read and review various literary (e.g., short stories, fairy tales, folktales, poetry, plays, and nonfiction).
0301.8.14	Read longer narrative and expository text independently, including chapter books.
0301.8.15	Participate in literature discussions (e.g., book talks, literature circles, writing, oral presentations).
3.FL.PWR.3.a	Identify and define the meaning of the most common prefixes and derivational suffixes.
3.FL.F.5.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
3.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.
3.FL.VA.7a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.
3.FL.VA.7a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.
3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
0301.1.19	Define and recognize word synonyms and antonyms.
0301.8.5	Build vocabulary by listening to literature and participating in discussions.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.FL.VA.7b.i

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

3.FL.VA.7b.ii

Identify real-life connections between words and their use.

3.FL.VA.7c

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

Success With Workbooks State Standards

0545201101 Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
0401.8.14	Explore the concept of theme.
0401.8.5	Read with fluency from a variety of texts (e.g., poetry, drama, current events, novels).
0401.8.6	Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
0401.8.7	Read, view, and recognize various literary genres (e.g., poetry, novels, short stories, plays, historical fiction, nonfiction).
4.RL.CS.5	Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.
0401.5.1	Distinguish between fact/opinion and cause/effect.
0401.5.5	Complete word analogies employing synonyms and antonyms.
0401.1.18	Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.
0401.5.2	Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.
0401.5.4	Determine the problem in a story, discover its solution, and consider logical alternate solutions.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

0401.6.1

Use a variety of pre-reading strategies (e.g., organize prior knowledge using a graphic organizer, explore significant words to be encountered, relate text to prior personal and historical experiences and current events).

0401.6.2

Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).

0401.6.3

Check for understanding after reading (e.g., identify the author's purpose; locate information to support opinions, predictions, and conclusions).

0401.6.5

Understand sequence of events from text.

0401.6.6

Determine the main idea and supporting details from text.

0401.6.7

Preview text using text features (e.g., illustration, graphs, diagrams).

0401.6.8

Understand a variety of informational texts, including primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).

0401.6.9

Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index) as aids in understanding informational text.

0401.6.10

Arrange and follow multi-tasked instructions in informational and technical texts (e.g., follow directions for a scavenger hunt, complete assembly instructions).

0401.8.2

Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0401.8.3	Check for understanding after reading (e.g., identify the author’s purpose; locate information to support opinions, predictions, and conclusions).
4.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4.FL.VA.7a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
4.FL.VA.7b.ii	Recognize and explain the meaning of common idioms and proverbs.
4.FL.VA.7b.iii	Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
4.RL.KID.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
4.RI.KID.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
4.RI.CS.5	Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
4.RI.CS.6	Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
4.RL.IKI.7	Make connections between the print version of a story or drama and a visual or oral presentation of the same text.
4.RI.IKI.7	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.IKI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

4.RI.RRTC.10

Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.

4.W.RBPK.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.

0401.1.16

Define and recognize word synonyms, antonyms, and homonyms.

0401.4.7

Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.

0401.8.4

Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.

4.FL.VA.7a.i

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

4.FL.VA.7b.i

Explain the meaning of simple similes and metaphors in context.

4.FL.VA.7c

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	Scholastic Success With Reading Tests: Grade 5
0501.8.5	Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
0501.8.6	Understand the meaning of plot, character, setting, conflict, point of view, and theme in narration.
0501.8.13	Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, stage directions, dialogue).
5.RL.KID.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
0501.1.3	Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
5.W.TTP.2.g	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.RL.CS.5	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
5.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
0501.5.1	Distinguish between fact/ opinion, between cause/effect, and between fantasy/reality.
0501.5.2	Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

0501.6.1

Use a variety of pre-reading strategies (e.g., set a purpose for reading, {to understand, to enjoy, to solve problems, to locate specific information/facts}, utilize reference sources to build background for reading, preview text features).

0501.6.2

Derive meaning while reading (e.g., use metacognitive and self-monitoring reading strategies to improve comprehension {reread, ask for help, self-questioning, draw on earlier reading}).

0501.6.3

Check for understanding after reading (e.g., summarize, identify the author's purpose).

0501.6.4

Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).

0501.6.5

Understand sequence of events from text.

0501.6.6

Determine the main idea and supporting details from text.

0501.6.7

Skim text to develop a general overview of content or to locate specific information.

0501.6.8

Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, Internet sites).

0501.6.9

Follow multi-tasked instructions in informational and technical texts (e.g., programming technological equipment, complete/repair a model plane/car).

0501.6.10

Summarize information presented in text.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0501.6.11	Explore the organizational structures of informational text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).
0501.8.1	Use a variety of pre-reading strategies (e.g., set a purpose for reading, {to understand, to enjoy, to solve problems, to locate specific information/facts}, utilize reference sources to build background for reading, preview text features).
0501.8.2	Derive meaning while reading (e.g., use metacognitive and self-monitoring reading strategies to improve comprehension {reread, ask for help, draw on earlier reading}).
0501.8.3	Check for understanding after reading (e.g., summarize, identify the author's purpose).
0501.8.4	Build vocabulary by reading from a wide variety of texts and literary genres.
0501.8.9	Distinguish between a stated and an implied theme.
5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
5.FL.VA.7a.ii	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
5.FL.VA.7b.i	Interpret figurative language, including similes and metaphors, in context.
5.FL.VA.7b.ii	Recognize and explain the meaning of common idioms and proverbs.
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.RL.KID.2	Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.KID.2	Determine the central idea of a text and explain how it is supported by key details; summarize the text.
5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
5.RL.IKI.7	Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

5.RI.IKI.7

Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.

5.RI.IKI.8

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

5.RI.IKI.9

Integrate information from two or more texts on the same topic in order to build content knowledge.

5.RI.RRTC.10

Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

5.SL.CC.2

Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

5.SL.CC.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5.W.RBPK.9

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.

0501.1.15

Define and recognize word synonyms, antonyms, and homonyms.

0501.1.16

Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.

0501.5.4

Construct and complete analogies using synonyms, antonyms, homonyms, categories, and subcategories.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.FL.VA.7a.i

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

5.FL.VA.7b.iii

Use the relationship between particular words to better understand each of the words.

5.FL.VA.7c

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

054520108X

Scholastic Success With Reading Tests: Grade 6

0601.8.13	Identify sound devices (e.g., alliteration, onomatopoeia, rhyme scheme) figurative language (e.g., metaphor, simile), and other conventions of verse in poetry (e.g., limerick, lyric, narrative, haiku).
0601.5.5	Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).
0601.8.12	Consider how forms and conventions within genres affect meaning (e.g., poetry, drama, essay).
6.RL.KID.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
6.RL.IKI.7	Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.
0601.1.16	Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
0601.1.17	Explore common phrases and terms from other languages commonly used in English (e.g., RSVP, déjà vu, faux pas, du jour, bon voyage).
0601.2.3	Differentiate between summarizing and paraphrasing.
0601.5.4	Identify and analyze stated or implied cause/effect relationships in text.
0601.6.1	Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer’s purpose).

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
0601.6.2	Identify/infer the stated or implied main idea of an informational text and identify the details supporting it.
0601.6.3	Recognize clear, but subtly stated relationships among ideas (e.g., cause/effect, comparative, sequential) in informational texts.
0601.6.4	Make inferences and draw conclusions.
0601.6.5	Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.
0601.6.6	Summarize and critique texts (informational and literary).
0601.6.7	Identify and analyze the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).
0601.6.8	Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).
0601.6.9	Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of contents, footnotes, illustrations).
0601.6.10	Comprehend and interpret quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.
0601.6.11	Follow instructions in informational texts.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
0601.8.1	Use previously learned strategies to comprehend informational texts (e.g., formulate questions before, during, and after reading; visualize, predict, identify the writer's purpose).
0601.8.15	Identify and explain the stated or implied theme of a literary text.
0601.8.18	Determine the appropriate meaning of figurative words and phrases (e.g., idioms, metaphors, similes) in passages.
6.L.VAU.4.b	Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
6.L.VAU.4.d	Use etymological patterns in spelling as clues to the meaning of a word or phrase.
6.RL.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
6.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.CS.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.CS.6	Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.
6.RI.IKI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.IKI.9	Compare and contrast two or more authors’ presentation of the same topic or event.
6.W.RBPK.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
0601.1.13	Use printed and electronic dictionaries, thesauruses, and glossaries to determine word pronunciation, spelling, and part of speech; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.
0601.1.14	Define and recognize synonyms, antonyms, and homonyms.
0601.5.3	Construct and complete analogies using synonyms, antonyms, homonyms, categories, subcategories, whole/part, functions.
6.L.VAU.4.a	Use context as a clue to the meaning of a word or a phrase.

Success With Workbooks State Standards

054520108X**Scholastic Success With Reading Tests: Grade 6**

Alignment ID

Alignment Text

6.L.VAU.5

When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

6.L.VAU.6

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

0101.3.6

Begin to add descriptive words and details to writing.

0101.1.3

Identify and use correct punctuation at the end of declarative sentences and questions.

1.FL.SC.6.k

End sentences with correct punctuation.

0101.1.7

Understand that word order helps determine the meaning of a sentence.

0101.1.8

Identify and correctly write complete sentences.

1.FL.SC.6.i

Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.FL.VA.7a.i

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

1.FL.SC.6.a

Use common, proper, and possessive nouns.

1.FL.SC.6.b

Use singular and plural nouns with correct verbs in basic sentences.

1.FL.SC.6.c

Use personal, possessive, and indefinite pronouns.

1.FL.SC.6.e

Use frequently occurring adjectives.

1.FL.SC.6.f

Use frequently occurring conjunctions.

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
1.FL.SC.6.g	Use articles and demonstratives.
1.FL.SC.6.h	Use frequently occurring prepositions, such as during, beyond, and toward.
0101.1.1	Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement).
1.FL.SC.6.d	Use verbs to convey a sense of past, present, and future.
0101.1.2	Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun I, proper nouns).
1.FL.PC.1.a	Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
1.FL.SC.6.j	Capitalize names of people and dates.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
2.FL.SC.6.h	Capitalize holidays, product names, and geographic names.
2.FL.SC.6.f	Produce, expand, and rearrange simple and compound sentences.
0201.1.2	Use capitals letters correctly (i.e., first and last names, pronoun I, proper nouns, first word of a sentence).
0201.1.3	Identify and use correct punctuation at the end of declarative, exclamatory, and interrogative sentences.
0201.1.6	Identify and correctly write complete sentences.
0201.1.8.e	Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).
2.FL.SC.6.e	Use adjectives and adverbs correctly.
2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
0201.1.4	Form contractions correctly.
0201.1.11.c	Use letter-sound matches and structural analysis to decode grade level words.
0201.1.11.d	Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID

Alignment Text

2.FL.WC.4.a

Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.

2.FL.SC.6.j

Use an apostrophe to form contractions and frequently occurring possessives.

0201.1.1

Identify and correctly use adjectives (i.e., descriptive, comparative, superlative), nouns (i.e., common and proper, singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., past and present tense, action and linking, regular and irregular, subject-verb agreement).

0201.1.5

Understand that a sentence is a group of words that has a subject and a verb and expresses a complete thought.

2.FL.SC.6.d

Form and use the past tense of frequently occurring irregular verbs.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
0301.1.3	Know and apply the rules for capitalization (e.g., names, dates, cities and states, addresses, holidays, titles of books, first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, first word in a direct quotation).
0301.1.10	Apply correct orthographic patterns (e.g., consonant doubling, changing “y” to “i”, dropping the final silent “e” before adding the suffix).
3.FL.SC.6.b	Form and use regular and irregular plural nouns.
3.FL.SC.6.f	Ensure subject-verb and pronoun-antecedent agreement.
3.FL.SC.6.g	Form and use comparative and superlative adjectives and adverbs correctly.
0301.1.14	Identify the subject and predicate of a sentence (simple and compound).
0301.1.15	Recognize complete sentences and sentence fragments; edit appropriately.
0301.1.16	Combine simple sentences into compound sentences using compound subjects and/or predicates.
3.FL.SC.6.i	Produce simple, compound, and complex sentences.
0301.1.8	Form and spell contractions, plurals, and possessives.
3.FL.SC.6.m	Form and use possessives.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0301.1.4	Understand and use standard marks of punctuation (e.g., end punctuation; periods in initials, abbreviations, and titles before names; colon between hour and minutes; parts of a letter).
0301.1.5	Use commas in direct address, dates, locations and addresses, and items in a series.
0301.1.6	Recognize the correct use of apostrophes in contractions and possessives.
0301.1.9	Abbreviate words correctly.
0301.1.13	Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
3.FL.SC.6.k	Use commas in addresses.
3.FL.SC.6.l	Use commas and quotation marks in dialogue.
0301.1.1	Know and use appropriately the meaning, forms, and functions of nouns (including nouns as subjects and objects, singular, plural, and possessives), pronouns (including subject and object pronouns, substitution for nouns, agreement with antecedents), verbs (including past, present, and future tenses; irregular verb; agreement with simple and compound subjects), adjectives (including vivid descriptive words, comparative/superlative, articles), and adverbs (including common formation and placement in a sentence).
3.FL.SC.6.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
3.FL.SC.6.d	Form and use regular and irregular verbs.

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID

Alignment Text

3.FL.SC.6.e

Form and use simple verb tenses.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	Scholastic Success With Grammar: Grade 4
4.FL.SC.6.e	Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
0401.1.13	Use complete sentences in writing.
0401.1.15	Combine simple sentences into compound sentences.
4.FL.SC.6.h	Use a comma before a coordinating conjunction in a compound sentence.
0401.1.3	Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of friendly and business letters.
0401.1.8	Form and spell correctly contractions, plurals, and possessives.
4.FL.SC.6.c	Use auxiliary verbs, such as can, may, and must, to clarify meaning.
4.FL.SC.6.b	Form and use progressive verb tenses.
4.FL.SC.6.d	Form and use prepositional phrases.
0401.1.12	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).
0401.1.4	Use correct punctuation at the ends of sentences.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID

Alignment Text

0401.1.5

Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).

0401.1.6

Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).

4.FL.SC.6.g

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

0401.1.1

Know and use appropriately the meaning, forms, and functions of nouns (including singular and plural, common and proper, singular and plural possessives), verbs (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), adjectives (including proper comparison forms, articles), pronouns (including subject, object, and possessive; singular and plural; agreement with antecedents), and adverbs (i.e., proper comparison forms, negatives).

4.FL.SC.6.a

Use relative pronouns and relative adverbs.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID

Alignment Text

0545201020

Scholastic Success With Grammar: Grade 5

0501.1.14

Eliminate reliance on simple sentences by combining independent clauses, by creating compound subjects and/or predicates, by using introductory phrases or clauses, or by appropriate use of a semicolon.

0501.1.4

Capitalize sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.

0501.1.9

Form and spell correctly contractions, plurals, and possessives.

5.FL.SC.6.d

Recognize and correct inappropriate shifts in verb tense.

5.FL.SC.6.b

Form and use the perfect verb tense.

5.FL.SC.6.c

Use verb tense to convey various times, sequences, states, and conditions.

0501.1.5

Use correct end of sentence punctuation.

0501.1.7

Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.

5.FL.SC.6.i

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

5.W.TTP.2.d

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID

Alignment Text

5.FL.SC.6.a

Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

0501.1.12

Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct syntax, correct placement of modifiers).

0501.1.6

Demonstrate knowledge of the meaning and function of certain marks of punctuation, including colons (between the hour and minute and after the greeting of a business letter), semi-colons, apostrophes, quotation marks, and commas used in these ways: direct address, items in a series, following introductory words, in dates and addresses, quotations, parts of a letter, and before coordinating conjunctions in compound sentences.

5.FL.SC.6.f

Use punctuation to separate items in a series.

5.FL.SC.6.g

Use a comma to separate an introductory element from the rest of the sentence.

5.FL.SC.6.h

Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address.

0501.1.1

Know and use appropriately the meaning, forms, and functions of nouns (including common/proper, singular/plural, possessives, predicate nouns), verbs (including action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), pronouns (including agreement with antecedent, reflexive, possessive, correct pronoun case), adjectives (including common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms), adverbs (including proper comparative forms, adverbs of degree {too, very}), conjunctions (including coordinating), interjections, and prepositions (place prepositional phrases in correct location within the sentence).

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**

0301.1.12

Write legibly in manuscript and in cursive.

0401.1.11

Write legibly in manuscript and cursive.

2.FL.WC.4.f

Print legibly in manuscript; write many upper and lowercase letters in cursive.

3.FL.WC.4.d

Write legibly in manuscript; write all lower and uppercase cursive letters.

4.FL.WC.4.b

Write legibly in manuscript and cursive.

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**

K.FL.WC.4.a

Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.g

Print many upper and lowercase letters.

1.FL.WC.4.g

Print all upper and lowercase letters.

Success With Workbooks State Standards

054520089X**Scholastic Success With Fractions & Decimals: Grade 5**

Alignment ID

Alignment Text

054520089X**Scholastic Success With Fractions & Decimals: Grade 5**

5.NBT.A.3

Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., the expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
PK.CC.B.5c	With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle.
PK.G.A.2	Correctly name some two-dimensional shapes.
PK.G.A.4	Begin to describe objects in the environment using names of shapes.
PK.G.B.4	Describe similarities and differences between two-dimensional shapes.
PK.G.4	With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not_____.
PK.G.5	Identify shapes in the real world environment.
PK.CC.A.3	Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).
PK.CC.A.4	Begin to name numerals 0-10.
PK.CC.A.1	Count forward from 1 to 30.
PK.CC.2	Verbally count forward in sequence from 1–30.
PK.CC.C.6	Use comparative language, such as more/less than or equal to, to compare and describe collections of objects.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

PK.CC.6

Use comparative language, such as more/less than or equal to, to compare and describe collections of objects by matching.

K.MD.C.4

Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size.

PK.CC.B.4a

When counting objects, say the number names in the standard order, using one-to-one correspondence.

PK.CC.B.4b

Understand that the last number name said tells the number of objects counted.

PK.CC.B.4c

Recognize that one more object added to a group of objects changes the quantity as a whole.

PK.CC.B.5a

Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).

PK.CC.B.5b

Given a number from 1-10, count out that many objects.

PK.CC.B.5d

With guidance and support, count to answer "how many?" questions about as many as 5 things in a scattered configuration.

PK.CC.4a

Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.

PK.CC.5

With guidance and support count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.

Success With Workbooks State Standards

0545200857**Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

PK.CC.1

Listen to and say the names of numbers in many contexts.

PK.CC.3

Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing — the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
0545200849	Scholastic Success With Reading Comprehension: Grade 1
0101.8.6.b	Participating in discussions.
0101.6.2	Identify the main ideas and supporting details of informational texts.
1.RL.KID.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RI.KID.2	Identify the main topic and retell key details of a text.
1.RI.IKI.7	Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
1.RI.IKI.8	Identify the reasons an author provides to support points in a text.
0101.8.2	Distinguish between fiction/nonfiction and fantasy/reality.
0101.5.1	Arrange four or more items or events in sequential order.
0101.6.1	Follow simple written directions to complete a task.
0101.8.6.d	Creating mental images.
1.FL.VA.7b.i	Sort words into categories to gain a sense of the concepts the categories represent.
1.FL.VA.7b.ii	Define words by category and by one or more key attributes.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
1.FL.VA.7b.iii	Identify real-life connections between words and their use.
0101.5.3	Make and adjust predictions in a variety of written and oral contexts.
0101.8.4	Make predictions about text.
0101.8.6.c	Predicting what will happen next.
0101.5.4	Compare and contrast information and ideas.
0101.1.10.a	Build vocabulary by reading, listening to, and discussing a variety of literature.
0101.8.6.e	Using illustrations to gain meaning.
1.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
0101.8.7	Identify the characters, plot, and setting of a story.
0101.8.1	Read picture books, alphabet and number books, rhyming books, storybooks, fairy tales, poetry, and nonfiction text.
1.RL.CS.4	Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
1.RL.RRTC.10	With prompting and support, read stories and poems of appropriate complexity for grade 1.
0101.7.2	Visit libraries/media centers and regularly check out materials.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	Scholastic Success With Reading Comprehension: Grade 2
0201.1.9.g	Identify simple multi-meaning words in context (e.g., fly, pop, bat).
0201.1.11.c	Use letter-sound matches and structural analysis to decode grade level words.
0201.1.11.d	Use parts of words (e.g., root/base words, compound words, contractions, prefixes, and suffixes) to decode grade level words.
0201.1.11.f	Use sounding out words; chunking words into smaller parts; and looking for blends, digraphs, diphthongs, word families, etc. as a means of decoding unfamiliar words.
0201.1.11.g	Continue to decode unknown words that are grade-level appropriate.
2.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.
0201.6.2	Identify and state the main ideas and supporting details of informational texts.
2.RI.KID.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
0101.8.3	Distinguish between fiction/nonfiction and fantasy/reality.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0201.5.2	Given a sequence of events, choose an appropriate conclusion from a list of possibilities.
0201.6.1	Follow simple multi-step directions in informational texts to complete a specific task.
0201.8.6.d	Creating mental images.
0201.8.6.e	Using illustrations to gain meaning.
0201.1.9.d	Use word families and a variety of active word walls.
2.FL.VA.7b.i	Identify real-life connections between words and their use.
0201.8.6.c	Predicting what will happen next.
0201.5.4	Compare and contrast information and ideas.
0201.1.9.b	Build vocabulary by reading, listening to, and discussing a variety of literature.
2.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
0201.5.3	Identify cause/effect relationships.
0201.8.10	Identify the characters, plot, and setting of a story.
0201.8.2	Identify parts of a book (e.g., table of contents, index, glossary, title page).

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0201.8.5	Begin to create and utilize graphic organizers.
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.RL.CS.6	Determine when characters have different points of view.
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

0545200822**Scholastic Success With Reading Comprehension: Grade 3**

Alignment ID	Alignment Text
0545200822	Scholastic Success With Reading Comprehension: Grade 3
0301.6.4	Identify the main idea and supporting details in text.
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
0301.1.19	Define and recognize word synonyms and antonyms.
0301.8.5	Build vocabulary by listening to literature and participating in discussions.
3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
0301.5.6	Indicate the sequence of events in text.
0301.8.8	Define and identify setting, characters (including main and minor characters), and plot (including sequence of events).
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.
3.RI.KID.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0301.6.7	Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).
0301.8.3	Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading, identify the stated or implied main idea).
3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
3.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
0301.6.3	Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading).
0301.1.18	Continue to develop word consciousness (e.g., word play, word walls, words sorts).
3.FL.VA.7b.ii	Identify real-life connections between words and their use.
0301.5.1	Distinguish fact from opinion.
0301.5.4	Draw inferences and adjust predictions during reading.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0301.5.5	Draw conclusions based on evidence acquired during reading.
0301.6.1	Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer’s position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
0301.6.2	Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
0301.8.1	Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer’s position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
0301.8.2	Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
0301.5.3	Compare and contrast two characters, ideas, or stories.
0301.5.2	Distinguish cause from effect.
0301.6.5	Distinguish fiction from nonfiction.
0301.8.4	Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).
0301.8.6	Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

0301.8.7

Read and review various literary (e.g., short stories, fairy tales, folktales, poetry, plays, and nonfiction).

3.FL.F.5.b

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

3.RL.CS.5

Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

3.RL.RRTC.10

Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
4.SL.CC.3	Identify the reasons and evidence a speaker provides to support particular points.
0401.1.18	Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.
4.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
4.FL.VA.7a.i	Use context as a clue to the meaning of a word or phrase.
4.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
4.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.
4.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
0401.6.5	Understand sequence of events from text.
0401.8.9	Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0401.8.10	Identify and describe main and minor characters, considering the importance of their actions, motives, and appearances.
0401.5.3	Make and adjust predictions while reading, viewing, or listening to print and non-print media.
0401.5.4	Determine the problem in a story, discover its solution, and consider logical alternate solutions.
0401.8.8	Determine the problem in a story, discover its solution, and consider alternate solutions.
4.RL.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
0401.6.6	Determine the main idea and supporting details from text.
4.RI.IKI.8	Explain how an author uses reasons and evidence to support particular points in a text.
0401.6.10	Arrange and follow multi-tasked instructions in informational and technical texts (e.g., follow directions for a scavenger hunt, complete assembly instructions).
0401.1.17	Continue to develop word consciousness (e.g., word play, word walls, word sorts).
0401.4.5	Use a graphic organizer to organize information from text or technological sources.
4.W.RBPK.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0401.5.2	Make inferences and draw conclusions while reading, viewing, or listening to print and non-print media.
0401.6.2	Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).
0401.8.2	Derive meaning while reading (e.g., express reactions and personal opinions to a selection, make inferences, draw conclusions based on evidence gained).
4.RI.KID.1	Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
4.RL.KID.2	Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
4.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
0401.5.1	Distinguish between fact/opinion and cause/effect.
0401.6.3	Check for understanding after reading (e.g., identify the author's purpose; locate information to support opinions, predictions, and conclusions).
0401.8.3	Check for understanding after reading (e.g., identify the author's purpose; locate information to support opinions, predictions, and conclusions).

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

0545200806

Scholastic Success With Reading Comprehension: Grade 5

0501.6.6

Determine the main idea and supporting details from text.

0501.6.7

Skim text to develop a general overview of content or to locate specific information.

0501.6.10

Summarize information presented in text.

5.RL.KID.2

Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

5.RI.KID.2

Determine the central idea of a text and explain how it is supported by key details; summarize the text.

5.RI.IKI.8

Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.

0501.6.5

Understand sequence of events from text.

0501.1.16

Use a variety of previously learned strategies (e.g., understanding of roots and affixes, context clues, reference sources) to determine the meaning of unfamiliar words.

5.FL.F.5.c

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

5.FL.VA.7a.i

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

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
5.FL.VA.7c	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
5.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.
5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
0501.5.3	Make and adjust predictions while reading, viewing, or listening to print and non-print media.
5.RL.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
0501.6.9	Follow multi-tasked instructions in informational and technical texts (e.g., programming technological equipment, complete/repair a model plane/car).
0501.4.6	Organize information from text or technological sources using a graphic organizer.
0501.5.4	Construct and complete analogies using synonyms, antonyms, homonyms, categories, and subcategories.
0501.5.2	Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.
5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

0501.6.11

Explore the organizational structures of informational text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

0501.8.6

Understand the meaning of plot, character, setting, conflict, point of view, and theme in narration.

0501.5.1

Distinguish between fact/ opinion, between cause/effect, and between fantasy/reality.

0501.6.3

Check for understanding after reading (e.g., summarize, identify the author's purpose).

0501.8.3

Check for understanding after reading (e.g., summarize, identify the author's purpose).

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
0101.1.12.a	Name all uppercase/lowercase letters of the alphabet.
1.FL.SC.6.j	Capitalize names of people and dates.
0101.1.2	Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun I, proper nouns).
0101.1.3	Identify and use correct punctuation at the end of declarative sentences and questions.
1.FL.SC.6.k	End sentences with correct punctuation.
0101.1.7	Understand that word order helps determine the meaning of a sentence.
1.FL.PC.1.a	Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
1.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.
0101.1.8	Identify and correctly write complete sentences.
1.FL.SC.6.i	Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.SL.PKI.6	With prompting and support, speak in complete sentences when appropriate to task and situation.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0101.1.1	Identify and correctly use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement).
1.FL.SC.6.e	Use frequently occurring adjectives.
1.FL.SC.6.g	Use articles and demonstratives.
0101.3.5	Arrange events in a logical and sequential order when writing.
0101.5.1	Arrange four or more items or events in sequential order.
1.W.TTP.3	With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.
0101.8.3	Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
1.W.TTP.1	With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
0201.1.2	Use capitals letters correctly (i.e., first and last names, pronoun I, proper nouns, first word of a sentence).
0201.1.3	Identify and use correct punctuation at the end of declarative, exclamatory, and interrogative sentences.
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.
0201.3.1	Write to describe, entertain, and inform.
2.FL.SC.6.e	Use adjectives and adverbs correctly.
2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
0201.1.6	Identify and correctly write complete sentences.
2.FL.SC.6.f	Produce, expand, and rearrange simple and compound sentences.
0201.1.7	Use commas correctly in a series.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0201.1.1	Identify and correctly use adjectives (i.e., descriptive, comparative, superlative), nouns (i.e., common and proper, singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., past and present tense, action and linking, regular and irregular, subject-verb agreement).
0201.1.5	Understand that a sentence is a group of words that has a subject and a verb and expresses a complete thought.
2.FL.SC.6.d	Form and use the past tense of frequently occurring irregular verbs.
0201.3.7	Arrange events in a logical and sequential order when writing.
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
2.W.TTP.3.b	Use time order words to signal event order.
0201.2.9	Retell a story, describing the plot, characters, and setting.
0201.8.10	Identify the characters, plot, and setting of a story.
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.W.TTP.3.a	Include details to describe actions, thoughts, and feelings.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

0201.3.2

Write in response to literature (e.g., create a new ending to a story, create class books, summarize a story), compose a variety of written works (e.g., friendly letters, journal entries, reports, experience stories) and begin to compose narratives (with a beginning, middle, and end).

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
0301.1.3	Know and apply the rules for capitalization (e.g., names, dates, cities and states, addresses, holidays, titles of books, first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, first word in a direct quotation).
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.
3.W.TTP.3.a	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
0301.1.14	Identify the subject and predicate of a sentence (simple and compound).
0301.1.15	Recognize complete sentences and sentence fragments; edit appropriately.
0301.1.16	Combine simple sentences into compound sentences using compound subjects and/or predicates.
3.FL.SC.6.i	Produce simple, compound, and complex sentences.
0301.1.1	Know and use appropriately the meaning, forms, and functions of nouns (including nouns as subjects and objects, singular, plural, and possessives), pronouns (including subject and object pronouns, substitution for nouns, agreement with antecedents), verbs (including past, present, and future tenses; irregular verb; agreement with simple and compound subjects), adjectives (including vivid descriptive words, comparative/superlative, articles), and adverbs (including common formation and placement in a sentence).

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
3.FL.SC.6.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
3.FL.SC.6.g	Form and use comparative and superlative adjectives and adverbs correctly.
3.W.TTP.3.b	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
0301.1.4	Understand and use standard marks of punctuation (e.g., end punctuation; periods in initials, abbreviations, and titles before names; colon between hour and minutes; parts of a letter).
0301.1.5	Use commas in direct address, dates, locations and addresses, and items in a series.
0301.1.6	Recognize the correct use of apostrophes in contractions and possessives.
0301.1.9	Abbreviate words correctly.
3.FL.SC.6.l	Use commas and quotation marks in dialogue.
0301.1.13	Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
0301.3.8	Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
3.W.TTP.2.b	Group related information together, including illustrations when needed, to provide clarity to the reader.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID

Alignment Text

0301.3.11

Using complete sentences, develop a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.

0301.3.12

Use correct page format (e.g., paragraphs, margins, indentations, and titles).

3.FL.SC.6.n

Write a cohesive paragraph with a main idea and detailed structure.

3.W.TTP.2.c

Develop the topic with facts, definitions, and details.

0301.3.3

Write friendly letters.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
0401.1.3	Capitalize correctly sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, and parts of friendly and business letters.
4.FL.SC.6.f	Use correct capitalization.
0401.1.15	Combine simple sentences into compound sentences.
4.FL.SC.6.h	Use a comma before a coordinating conjunction in a compound sentence.
0401.3.12	Construct varied sentences (i.e., syntactic variety) to add interest.
0401.1.12	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct word order within a sentence, correct placement of detailed words and phrases).
0401.1.13	Use complete sentences in writing.
0401.1.14	Recognize and edit incomplete sentences and run-on sentences.
4.FL.SC.6.e	Produce complete sentences; recognize and correct inappropriate fragments and run-ons.
0401.3.8	Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
4.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0401.3.16	Use correct page format (e.g., paragraphs, margins, indentations, titles).
4.FL.SC.6.i	Write several cohesive paragraphs on a topic.
0401.3.6	Compare in writing two persons or things.
0401.3.11	Develop a topic sentence with supporting details and a concluding sentence to form a paragraph.
4.W.TTP.1.a	Introduce a topic or text.
4.W.TTP.1.b	Develop an opinion with reasons that are supported by facts and details.
4.W.TTP.1.d	Provide a concluding statement or section related to the opinion presented.
4.W.TTP.1.e	Link opinion and reasons using words and phrases.
4.W.TTP.1.f	Apply language standards addressed in the Foundational Literacy standards.
4.W.TTP.2.a	Introduce a topic.
4.W.TTP.2.b	Group related information in paragraphs and sections.
4.W.TTP.2.d	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.W.TTP.2.e	Provide a conclusion related to the information or explanation presented.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
4.W.TTP.2.f	Link ideas within categories of information using words and phrases.
4.W.TTP.1.c	Create an organizational structure in which related ideas are grouped to support the writer's purpose.
0401.1.1	Know and use appropriately the meaning, forms, and functions of nouns (including singular and plural, common and proper, singular and plural possessives), verbs (including action and linking, regular and irregular forms, correct tenses, agreement in person and number with both simple and compound subjects), adjectives (including proper comparison forms, articles), pronouns (including subject, object, and possessive; singular and plural; agreement with antecedents), and adverbs (i.e., proper comparison forms, negatives).
0401.3.15	Incorporate vivid language into writing.
0401.3.17	Revise to clarify and refine ideas; to distinguish among important, unimportant, and irrelevant information; and to enhance word selection.
4.FL.SC.6.b	Form and use progressive verb tenses.
4.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.FL.VA.7b.i	Explain the meaning of simple similes and metaphors in context.
0401.8.15	Recognize and interpret basic literary devices (e.g., imagery, simile, metaphor, personification, hyperbole).
0401.3.4	Write poems, stories, and essays based upon personal reflections, observations, and experiences.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

4.W.TTP.3.a

Orient the reader by establishing a situation, using a narrator, and/or introducing characters.

4.W.TTP.3.c

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

4.W.TTP.3.f

Use precise words and phrases and use sensory details to convey experiences and events.

0401.1.4

Use correct punctuation at the ends of sentences.

0401.1.5

Demonstrate the correct usage of commas (e.g., series, direct address, following introductory words, dates, addresses, quotations, letters, and compound sentences).

0401.1.6

Demonstrate the correct usage of quotation marks (e.g., in direct quotations and in titles).

4.FL.SC.6.g

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

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
0501.4.2	Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).
0501.3.7	Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.
5.W.TTP.3.a	Orient the reader by establishing a situation, using a narrator, and/or introducing characters.
5.FL.SC.6.f	Use punctuation to separate items in a series.
5.FL.SC.6.g	Use a comma to separate an introductory element from the rest of the sentence.
5.FL.SC.6.h	Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address.
0501.1.12	Use appropriate language structure in oral and written communication (e.g., subject-verb agreement in simple and compound sentences, correct syntax, correct placement of modifiers).
0501.1.1	Know and use appropriately the meaning, forms, and functions of nouns (including common/proper, singular/plural, possessives, predicate nouns), verbs (including action/linking, regular/irregular, be/have, verb phrases, agreement with subject in person and number), pronouns (including agreement with antecedent, reflexive, possessive, correct pronoun case), adjectives (including common/proper, predicate adjectives, demonstrative adjectives, proper comparative forms), adverbs (including proper comparative forms, adverbs of degree {too, very}), conjunctions (including coordinating), interjections, and prepositions (place prepositional phrases in correct location within the sentence).

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
0501.1.13	Recognize and edit incomplete sentences and run-on sentences.
5.FL.SC.6.a	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
5.W.TTP.2.e	Provide a conclusion related to the information or explanation presented.
5.W.TTP.3.e	Provide a conclusion that follows from the narrated experiences or events.
0501.1.5	Use correct end of sentence punctuation.
0501.1.10	Abbreviate words correctly.
0501.3.3	Practice writing to narrative and descriptive prompts within a specified time limit.
0502.3.16	Use precise language, including vivid words and figurative language.
5.W.TTP.2.g	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.TTP.3.f	Use precise words and phrases and use sensory details to convey experiences and events.
0501.1.4	Capitalize sentence beginnings, proper nouns and adjectives, titles, abbreviations, quotations, parts of friendly letters and business letters.
0501.3.18	Use correct page format (e.g., paragraphs, margins, indentations, title).
5.W.TTP.1.a	Introduce a topic or text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.W.TTP.1.b	Develop an opinion through logically-ordered reasons that are supported by facts and details.
5.W.TTP.1.c	Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.W.TTP.1.d	Provide a concluding statement or section related to the opinion presented.
5.W.TTP.1.e	Link opinion and reasons using words, phrases, and clauses.
5.W.TTP.1.f	Apply language standards addressed in the Foundational Literacy standards.
5.W.TTP.2.d	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
0501.2.11	Recognize common organizational structures of speeches (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).
5.W.TTP.2.b	Group related information logically.
0501.3.2	Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
0501.3.9	Explore writing in the expository mode.
5.FL.SC.6.j	Write multiple cohesive paragraphs on a topic.
0501.3.13	Compose clear, coherent, well-organized multi-paragraphed works.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
0501.3.14	Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
5.W.TTP.2.a	Introduce a topic by providing a general observation and focus.
5.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
0501.3.10	Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, publishing.
0501.3.11	Construct an outline with main ideas and supporting details.
0501.3.12	Select and refine a topic.
5.W.PDW.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
0501.1.6	Demonstrate knowledge of the meaning and function of certain marks of punctuation, including colons (between the hour and minute and after the greeting of a business letter), semi-colons, apostrophes, quotation marks, and commas used in these ways: direct address, items in a series, following introductory words, in dates and addresses, quotations, parts of a letter, and before coordinating conjunctions in compound sentences.
0501.1.7	Demonstrate the correct use of quotation marks in conversation, including their use with capitalization, end marks, and explanatory material.
5.W.TTP.3.c	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

0501.1.14

Eliminate reliance on simple sentences by combining independent clauses, by creating compound subjects and/or predicates, by using introductory phrases or clauses, or by appropriate use of a semicolon.

0501.3.19

Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.

0501.8.14

Know and use basic literary devices (e.g., imagery, metaphor, simile, personification, hyperbole).

0501.8.15

Recognize sound devices in poetry (e.g., onomatopoeia, alliteration, rhythm, rhyme, repetition).

5.FL.VA.7b.i

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

5.RL.CS.4

Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.

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**

0301.1.12

Write legibly in manuscript and in cursive.

0401.1.11

Write legibly in manuscript and cursive.

2.FL.WC.4.f

Print legibly in manuscript; write many upper and lowercase letters in cursive.

3.FL.WC.4.d

Write legibly in manuscript; write all lower and uppercase cursive letters.

4.FL.WC.4.b

Write legibly in manuscript and cursive.

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**

K.FL.WC.4.a

Write uppercase and lowercase manuscript letters from memory.

K.FL.WC.4.g

Print many upper and lowercase letters.

1.FL.WC.4.g

Print all upper and lowercase letters.

Success With Workbooks State Standards

0545201128 **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	Scholastic Success With Sight Words
0001.1.6	Read high frequency words (e.g., the, and, can, color words, number words).
0001.1.8	Use context clues to identify vocabulary in text.
0001.8.7	Read simple text containing familiar letter-sound correspondence and high frequency words.
K.FL.PWR.3.c	Read common high-frequency words by sight.
K.FL.PWR.3.e	Distinguish between similarly spelled words by identifying the letters that differ.
PK.FL.PWR.3.b	Recognize high-frequency words by sight, including own name and other familiar words in the environment.
RF.PK.3a	Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.
RF.PK.3c	Recognize own name in print and some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).
L.PK.1b	With modeling and support, use frequently occurring (often theme-based) vocabulary words.