

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

RK:2.1	Distinguishing between printed letters and words
RK:3.2	Recognizing and naming all upper- and lowercase letters
III.5.d	Use scribbles, shapes, letter-like symbols and/or letters to write or represent words or ideas.
III.6.C.a	Show curiosity about letters and words.
III.6.C.d	Show an increasing awareness of how books are organized and used.
III.6.D.a	Know the names of some letters and words.
III.6.D.b	Identify some letters in print.
III.6.D.c	Know the names of most letters in own name.
1.1.A.1	Identify letters of the alphabet as a specific type of symbol that can be named
1.1.C.7	Associate some letters of the alphabet with their specific sounds
1.1.A.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
1.1.A.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
5.1.A.1.a	Print many upper- and lowercase letters.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
4.4a.1.1	Name common two-dimensional shapes (e.g. square, rectangle, circle, triangle) regardless of orientation
7.7.7.7.a1	Solve problems by showing relationships between figures (e.g., congruence, including flips, slides, and rotations);
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);
IV.1.b	Use counting and number vocabulary as a natural part of play.
IV.1.d	Explore measurement, number, and quantity with various materials.
IV.2.b	Begin to use numbers and counting as a means for solving problems and measuring quantity.
IV.2.d	Begin to associate a number of objects with the names and symbols for numbers.
1.1a.1.1	Recite numbers to 20 in sequence with only occasional errors
1.1a.1.2	Say the next number that comes before or after in a sequence of 1-10
1.1a.1.3	Count a group of up to 10 objects and understand that the last number represents the number of objects in the group
1.1a.1.4	Quickly identify number of 1-5 objects without counting

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
1.1a.1.5	Read numerals up to 10 and connect them to the quantities they represent
2.2a.1.2	Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group
1.1b.1.A.1	Count to 100 by ones and by tens.
1.1b.1.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
1.1b.1.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.1b.1.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. [more]
1.1b.1.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
1.1b.1.C.7	Compare two numbers between 1 and 10 presented as written numerals.
2.2b.1.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.
7.6.7.6.b2	Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
IV.2.c	Use one-to-one correspondence in counting objects and matching groups of objects.
IV.2.e	Use such words as “more than/ less than” and “add/subtract” to express some number concepts.
2.2a.1.1	Use various strategies (e.g., counting, matching) to compare groups as having more or fewer objects
1.1a.1.6	Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)
2.2a.1.3	Match two equal sets using one-to-one correspondence and understand they are the same
2.2a.1.4	Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)
3.3b.1.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. [more]
IV.1.c	Experiment with patterns and shapes.
7.7.7.7.g7	Extend and create geometric patterns, concrete and pictorial models; and
7.8.7.8.a1	Extend patterns by identifying a rule that generates the pattern;
IV.4.d	Place events in a logical sequential order.
3.3a.1.6	Use terms such as before, after, now, later, tomorrow, and yesterday accurately

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
1.1b.1.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
7.6.7.6.c3	Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;
IV.4.c	Begin to order, compare or describe objects according to size, length, height, and weight using standard or non-standard forms of measurement.
3.3b.1.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
3.3a.1.2	Match objects of similar size
IV.3.b	Use language to understand the arrangement, order, and position of objects such as: behind, on top of, next to, bottom, underneath, beside, and in front of, etc.
4.4a.1.2	Use position words such as behind, in, on accurately
4.4a.1.3	Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects
4.4a.1.4	Follow simple directions related to relative position (beside, between, next to, etc.)
4.4b.1.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
IV.1.a	Begin to group and match objects indicating an understanding of same and different
4.4b.1.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.7.7.7.d4	Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;
5.1.C.5.a	Sort common objects into categories to gain a sense of the concepts the categories represent.
5.1.C.5.c	Identify real-life connections between words and their use [more].
IV.2.a	Match, sort, put in a series, and regroup objects according to one characteristic.
IV.3.a	Describe and name common shapes found in the natural environment.
IV.3.c	Group objects according to their shape and size.
IV.4.a	Group and name a number of similar objects into simple categories.
3.3a.1.4	Classify familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
3.3a.1.1	Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.")
3.3a.1.3	Classify familiar objects into categories (e.g., fruits or vegetables)
3.3b.1.B.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
4.4b.1.A.2	Correctly name shapes regardless of their orientations or overall size.
RK:6.1	Identifying synonyms and antonyms (e.g., "big/large"; "hot/ cold") to connect new words to known words
5.1.C.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RK:3.3	Identifying the primary sounds represented by most letters (sound-symbol correspondence)
WK:3.1	Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds
RK:2.1	Distinguishing between printed letters and words
RK:3.2	Recognizing and naming all upper- and lowercase letters
III.5.d	Use scribbles, shapes, letter-like symbols and/or letters to write or represent words or ideas.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
III.6.C.a	Show curiosity about letters and words.
III.6.C.d	Show an increasing awareness of how books are organized and used.
III.6.D.a	Know the names of some letters and words.
III.6.D.b	Identify some letters in print.
III.6.D.c	Know the names of most letters in own name.
1.1.A.1	Identify letters of the alphabet as a specific type of symbol that can be named
1.1.C.7	Associate some letters of the alphabet with their specific sounds
1.1.A.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
1.1.A.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
5.1.A.1.a	Print many upper- and lowercase letters.
RK:1.1	Recognizing pairs of rhyming words and producing rhymes
III.6.A.a	Show increasing ability to discriminate and identify the sounds of language.
III.6.A.e	Recognize and generate rhymes.
1.1.B.4	Fill-in words in a familiar rhyme

Success With Workbooks State Standards

0545200938**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

1.1.B.5

Determine if two words rhyme

1.1.B.2.a

Recognize and produce rhyming words.

054520092X**Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
1.17.a	Express ideas in a variety of ways (e.g., words, numbers, symbols/notation, charts, tables, diagrams, models);
III.1.c	Think and talk about play experiences.
2.1.1	Use details when describing activities and experiences
3.1.B.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
RK:1.1	Recognizing pairs of rhyming words and producing rhymes
WK:3.1	Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds
III.6.A.a	Show increasing ability to discriminate and identify the sounds of language.
III.6.A.b	Demonstrate growing awareness of the beginning sounds of words.
III.6.A.e	Recognize and generate rhymes.
1.1.B.4	Fill-in words in a familiar rhyme
1.1.B.5	Determine if two words rhyme

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
1.1.C.8	Identify words that start with the same letter as their name
1.1.B.2.a	Recognize and produce rhyming words.
2a.1.4	Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support
RK:6.1	Identifying synonyms and antonyms (e.g., "big/large"; "hot/ cold") to connect new words to known words
5.1.C.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RK:6.2	Organizing words by category (e.g., sorting pictures or objects into groups)
III.3.f	Understand an increasingly complex and varied vocabulary.
RK:3.1	Reading approximately 20 high-frequency words, including names, environmental print, sight words (as appropriate to the child's personal and classroom experiences)
1.17.c	Use physical models to confirm and communicate relationships and concepts; and
1.17.d	Explain a scientific, mathematical, or technological concept; explain a procedure they have followed.
RK:6.3	Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as "over," "between," "after," "behind")

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
III.4.a	Increases the number of words understood.
III.4.b	Uses new vocabulary and grammatical constructions.
III.6.C.e	Show an interest and recognize some letters and words captured in books and in the environment.
III.6.C.f	Recognize own name in print.
III.6.D.a	Know the names of some letters and words.
III.6.D.b	Identify some letters in print.
1.1.C.6	Point out own name in print
1.1.C.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
5.1.C.5.a	Sort common objects into categories to gain a sense of the concepts the categories represent.
5.1.C.5.c	Identify real-life connections between words and their use [more].
5.1.C.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
5.4	Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.

Success With Workbooks State Standards

054520092X**Scholastic Success With Beginning Vocabulary**

Alignment ID

Alignment Text

5.14.b

Support judgments about what is seen and heard by drawing from experiences beyond the media, or by giving examples of conflicting messages in the media; and

1.1.d

A range of cueing systems to discover pronunciation and meaning;

1.17.b

Use appropriate scientific, technological, and mathematical vocabulary and representations, based upon prior conceptual work;

Success With Workbooks State Standards

0545201144**Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
RK:1.1	Recognizing pairs of rhyming words and producing rhymes
III.6.A.a	Show increasing ability to discriminate and identify the sounds of language.
III.6.A.e	Recognize and generate rhymes.
1.1.B.4	Fill-in words in a familiar rhyme
1.1.B.5	Determine if two words rhyme
1.1.B.2.a	Recognize and produce rhyming words.
III.6.D.b	Identify some letters in print.
III.6.D.c	Know the names of most letters in own name.
1.1.A.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
RK:2.1	Distinguishing between printed letters and words
RK:3.2	Recognizing and naming all upper- and lowercase letters
RK:3.3	Identifying the primary sounds represented by most letters (sound-symbol correspondence)

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
WK:3.1	Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds
III.6.A.b	Demonstrate growing awareness of the beginning sounds of words.
III.6.A.d	Begin to associate sounds with words.
III.6.C.a	Show curiosity about letters and words.
III.6.C.d	Show an increasing awareness of how books are organized and used.
III.6.D.a	Know the names of some letters and words.
1.1.A.1	Identify letters of the alphabet as a specific type of symbol that can be named
1.1.C.7	Associate some letters of the alphabet with their specific sounds
1.1.C.8	Identify words that start with the same letter as their name
1.1.A.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
1.1.C.3.a	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
1.1.C.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Success With Workbooks State Standards

0545201144**Scholastic Success With Consonants**

Alignment ID

Alignment Text

1.1.C.3.d

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

5.1.A.2.c

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

1.1.a

Sounds, syllables, and letter patterns (e.g. phonological, phonic, and graphic knowledge);

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
RK:3.2	Recognizing and naming all upper- and lowercase letters
III.6.D.b	Identify some letters in print.
III.6.D.c	Know the names of most letters in own name.
1.1.A.1	Identify letters of the alphabet as a specific type of symbol that can be named
1.1.A.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
RK:2.1	Distinguishing between printed letters and words
RK:3.3	Identifying the primary sounds represented by most letters (sound-symbol correspondence)
WK:3.1	Using phonemic awareness and letter knowledge to spell independently (phonetic or temporary spelling) and logically represent initial and final consonant sounds
III.6.A.a	Show increasing ability to discriminate and identify the sounds of language.
III.6.A.d	Begin to associate sounds with words.
III.6.C.a	Show curiosity about letters and words.
1.1.C.7	Associate some letters of the alphabet with their specific sounds

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID

Alignment Text

3.1.4	Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word)
1.1.C.3.a	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
1.1.C.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
1.1.C.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
5.1.A.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
1.1.a	Sounds, syllables, and letter patterns (e.g. phonological, phonic, and graphic knowledge);

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
2.2c.1.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
4.4b.1.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.8.7.8.a1	Extend patterns by identifying a rule that generates the pattern;
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);
2.2c.1.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.2b.1.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions [more].
2.2b.1.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
7.6.7.6.a1	Add, subtract, multiply, and divide whole numbers, with and without calculators;

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

7.7.7.7.d4

Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;

3.3b.1.A.1

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

7.8.7.8.b2

Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and

4.4b.1.A.3

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

7.6.7.6.c3

Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;

3.3b.1.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

0545200709

Scholastic Success With Math: Grade 2

2.2c.1.A.2

Count within 1000; skip-count by 5s, 10s, and 100s.

7.6.7.6.c3

Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;

2.2c.1.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. [more]

2.2c.1.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.2c.1.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.2c.1.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

7.6.7.6.e5

Use knowledge of the place value system to solve problems.

7.7.7.7.g7

Extend and create geometric patterns, concrete and pictorial models; and

7.8.7.8.a1

Extend patterns by identifying a rule that generates the pattern;

4.4b.1.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);
2.2c.1.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.2b.1.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
2.2b.1.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
2.2b.1.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
2.2b.1.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
7.6.7.6.a1	Add, subtract, multiply, and divide whole numbers, with and without calculators;
3.3b.1.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
3.3b.1.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
3.3b.1.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3.3b.1.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
3.3b.1.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a Standard length unit.
7.7.7.7.e5	Select and use an appropriate unit (standard or non-standard) with which to measure, according to the properties, size, and use of the quantity to be measured;
7.7.7.7.d4	Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;
7.8.7.8.b2	Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and
3.3b.1.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
4.4b.1.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
2.2c.1.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
7.6.7.6.d4	Estimate, approximate, round off, and/or use exact numbers, as appropriate and necessary in calculation; and
7.7.7.7.f6	Measure as exactly as possible or round off, as appropriate, and justify the choice and carry out simple unit conversions such as between m and cm and between hours and minutes;
7.8.7.8.b2	Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and
3.3b.1.A.2	Measure and estimate liquid volumes and masses of objects using Standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings such as a beaker with a measurement scale) to represent the problem.
3.3b.1.B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
2.2b.1.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each[more].

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

2.2b.1.A.2

Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) [more].

2.2b.1.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

4.4b.1.A.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

2.2b.1.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division [more]. By the end of Grade 3, know from memory all products of two one-digit numbers.

2.2b.1.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

2.2d.1.A.1

Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

2.2d.1.A.3.a

Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
2.2d.1.A.3.b	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
2.2d.1.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
2.2d.1.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).
7.6.7.6.b2	Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;
3.3b.1.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.3b.1.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.4b.1.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

7.7.7.7.g7Extend and create geometric patterns, concrete and pictorial models; and

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
7.6.7.6.c3	Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;
7.6.7.6.e5	Use knowledge of the place value system to solve problems.
7.6.7.6.d4	Estimate, approximate, round off, and/or use exact numbers, as appropriate and necessary in calculation; and
7.10.7.10.f6	Make sensible, reasonable estimates.
7.8.7.8.a1	Extend patterns by identifying a rule that generates the pattern;
7.6.7.6.a1	Add, subtract, multiply, and divide whole numbers, with and without calculators;
7.6.7.6.b2	Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;
7.7.7.7.f6	Measure as exactly as possible or round off, as appropriate, and justify the choice and carry out simple unit conversions such as between m and cm and between hours and minutes;
7.7.7.7.d4	Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

7.7.7.7.c3

Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);

7.8.7.8.b2

Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and

7.7.7.7.g7

Extend and create geometric patterns, concrete and pictorial models; and

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
7.9.7.9.dd4	Find all possible combinations, arrangements, and/or permutations within given constraints; make predictions based on experimental or theoretical probability; recognize equally likely outcomes and determine the probabilities of events; predict the results of a series of trials once the probability for one trial is known; and
7.6.7.6.cc3	Show a sense of the magnitudes and relative magnitudes of numbers, and the helpful role of scientific notation;
7.9.7.9.bb2	Appropriately use measures of central tendency - mean, median, and mode; understand the significance of frequency and distribution;
7.6.7.6.gg5	Reason proportionally to solve problems involving equivalent fractions or equal ratios (proportions); and
7.6.7.6.bb2	Interchange fractions, decimals, and percents; know that irrational numbers neither terminate nor repeat when written in decimal form;
7.6.7.6.hh6	Interpret percent as part of 100, as a way of comparing quantities of different sizes, and as rate of change; order real numbers with the greater than and less than relationships, and by location on a number line.
7.7.7.7.ff6	Convert one measurement to another within the same system (customary or metric) and make conversion between the two systems (customary to metric and metric to customary);
7.7.7.7.ee5	Recognize the differences between measures of length, area, and volume, and the corresponding uses of units, square units, and cubic units; measure angles, weights, masses, capacities, and times;

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

7.8.7.8.bb2

Understand variables in simple functions (dependent and independent variable relationships), especially linear, exponential, and simple quadratic functions; represent relationships with tables, graphs, and verbal or symbolic rules; analyze tables, graphs, and rules to determine relationships; and

7.9.7.9.aa1

Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;

7.9.7.9.ee5

Construct sample spaces (e.g. tree diagrams or charts).

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
2.2c.1.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
2.2d.1.A.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
2.2d.1.A.3.b	Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
2.2d.1.A.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.
2.2d.1.A.3.d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).
7.6.7.6.c3	Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;
3.3b.1.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.3b.1.A.2

Measure and estimate liquid volumes and masses of objects using Standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings such as a beaker with a measurement scale) to represent the problem.

3.3b.1.B.3

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.3b.1.C.5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.3b.1.C.6

Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.3b.1.C.7

Relate area to the operations of multiplication and addition.

3.3b.1.D.8

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

4.4b.1.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

7.7.7.7.c3

Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

7.7.7.7.d4

Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;

2.2b.1.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division [more]. By the end of Grade 3, know from memory all products of two one-digit numbers.

2.2b.1.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

7.8.7.8.b2

Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and

7.9.7.9.b2

Begin to use simple concepts of mean, median, and mode, along with various ways to represent data graphically;

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	Scholastic Success With Math Tests: Grade 4
7.6.7.6.c3	Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;
7.8.7.8.a1	Extend patterns by identifying a rule that generates the pattern;
7.10.7.10.f6	Make sensible, reasonable estimates.
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);
7.7.7.7.d4	Begin to use simple concepts of scale (constant ratio), using combinations of units (e.g., m.p.h.), and the relationships between area, perimeter, and volume;
7.7.7.7.f6	Measure as exactly as possible or round off, as appropriate, and justify the choice and carry out simple unit conversions such as between m and cm and between hours and minutes;
7.6.7.6.d4	Estimate, approximate, round off, and/or use exact numbers, as appropriate and necessary in calculation; and
7.10.7.10.a1	Solve problems by reasoning mathematically with concepts and skills expected in these grades;
7.10.7.10.c3	Create and use a variety of strategies and approaches to solve problems, and learn approaches that other people use;

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

7.10.7.10.d4

Make connections between concepts in order to solve problems;

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

7.8.7.8.b2

Show how one quantity determines another quantity in a functional relationship; begin to use simple concepts of variables, including functional and proportional relationship (dependent and independent variable relationships), by representing them graphically (e.g., x-axis = time, y-axis = distance) and uses simple two-dimensional coordinate systems to find locations on maps, and represent points and simple figures; and

7.9.7.9.b2

Begin to use simple concepts of mean, median, and mode, along with various ways to represent data graphically;

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
7.6.7.6.bb2	Interchange fractions, decimals, and percents; know that irrational numbers neither terminate nor repeat when written in decimal form;
7.6.7.6.gg5	Reason proportionally to solve problems involving equivalent fractions or equal ratios (proportions); and
7.7.7.7.gg7	Analyze and generalize geometric patterns; and
7.7.7.7.aa1	Model situations geometrically to formulate and solve problems; recognize rotational and bilateral symmetry in two- and three-dimensional figures;
7.7.7.7.bb2	Understand the relationships, properties, and measures within and among one-, two-, and three-dimensional geometric objects;
7.7.7.7.cc3	Identify similar and congruent shapes;
7.7.7.7.ee5	Recognize the differences between measures of length, area, and volume, and the corresponding uses of units, square units, and cubic units; measure angles, weights, masses, capacities, and times;
7.7.7.7.ff6	Convert one measurement to another within the same system (customary or metric) and make conversion between the two systems (customary to metric and metric to customary);
7.9.7.9.aa1	Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;
7.9.7.9.ee5	Construct sample spaces (e.g. tree diagrams or charts).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

7.10.7.10.bb1

Formulate and solve a variety of meaningful problems;

7.10.7.10.cc2

Create and use a variety of approaches, and understand and evaluate the approaches that others use; determine how to break down a complex problem into simpler parts; extract pertinent information from situations;

7.9.7.9.bb2

Appropriately use measures of central tendency - mean, median, and mode; understand the significance of frequency and distribution;

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
7.6.7.6.aa1	Consistently and accurately add, subtract, multiply, and divide rational (fractional) numbers, and raises them to whole number powers;
7.6.7.6.bb2	Interchange fractions, decimals, and percents; know that irrational numbers neither terminate nor repeat when written in decimal form;
7.6.7.6.gg5	Reason proportionally to solve problems involving equivalent fractions or equal ratios (proportions); and
7.7.7.7.gg7	Analyze and generalize geometric patterns; and
7.8.7.8.aa1	Discover, describe, and generalize a variety of patterns mathematically;
7.7.7.7.aa1	Model situations geometrically to formulate and solve problems; recognize rotational and bilateral symmetry in two- and three-dimensional figures;
7.7.7.7.bb2	Understand the relationships, properties, and measures within and among one-, two-, and three-dimensional geometric objects;
7.7.7.7.cc3	Identify similar and congruent shapes;
7.7.7.7. ee5	Recognize the differences between measures of length, area, and volume, and the corresponding uses of units, square units, and cubic units; measure angles, weights, masses, capacities, and times;
7.7.7.7. ff6	Convert one measurement to another within the same system (customary or metric) and make conversion between the two systems (customary to metric and metric to customary);

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

7.9.7.9.aa1

Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;

7.9.7.9.ee5

Construct sample spaces (e.g. tree diagrams or charts).

7.10.7.10.bb1

Formulate and solve a variety of meaningful problems;

7.10.7.10.cc2

Create and use a variety of approaches, and understand and evaluate the approaches that others use; determine how to break down a complex problem into simpler parts; extract pertinent information from situations;

7.6.7.6.hh6

Interpret percent as part of 100, as a way of comparing quantities of different sizes, and as rate of change; order real numbers with the greater than and less than relationships, and by location on a number line.

7.9.7.9.bb2

Appropriately use measures of central tendency - mean, median, and mode; understand the significance of frequency and distribution;

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
R3:6.1	Identifying synonyms, antonyms, homonyms/homophones; or categorizing words
1.17.a	Express ideas in a variety of ways (e.g., words, numbers, symbols/notation, charts, tables, diagrams, models);
R3:4.1	Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues
R3:7.1	using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)
R3:8.3	Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)
R3:10.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
R3:10.3	Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)
R3:12.2	Using information from the text to answer questions related to explicitly stated central/main ideas or details
R3:13.6	Recognizing explicitly stated causes or effects

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
R3:15.1	Comparing stories or other texts to related personal experience, prior knowledge, or other books
R3:16.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
R3:16.4	Distinguishing fact from opinion
R3:18.1	Reading from at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; informational: dictionaries, glossaries, textbooks, children’s magazines, children’s newspapers, content trade books; and practical/functional texts: procedures, instructions, simple menus, labels, announcements, invitations, book orders)
1.1.C.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
1.1.D.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
1.1.D.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2b.1.A.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2b.1.A.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.
2b.1.B.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

2b.1.B.5

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

2b.1.D.9

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

2c.1.A.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2c.1.A.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

2c.1.A.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.

2c.1.B.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

2c.1.B.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

2c.1.B.6

Distinguish their own point of view from that of the author of a text.

2c.1.C.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

2c.1.C.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
2c.1.C.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
2c.1.D.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.C.4.b	Determine the meaning of the new word formed when a known affix is added to a known word.
5.1.C.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
5.1.C.5.e	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.C.5.f	Determine the meaning of the new word formed when a known affix is added to a known word.
5.1.C.5.g	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
5.1.C.7	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
5.8	Students read a variety of types of literature, fiction and nonfiction (e.g., poetry, drama, essays, folklore and mythology, fantasy and science fiction, and public documents, such as newspapers and periodicals).

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and
5.14.b	Support judgments about what is seen and heard by drawing from experiences beyond the media, or by giving examples of conflicting messages in the media; and
1.1.e	Self-correcting when subsequent reading indicates an earlier miscue;
1.3.b	Analyze and interpret features of a variety of types of text; and
1.3.c	Make connections among various parts of a text, among several texts, and between texts and other experiences in and out of school.
1.7.a	Connect plot/ideas/concepts to experience, including other literature;
1.7.c	Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.
R3:5.1	Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered”; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R3:6.2	Describing words in terms of categories, functions, or features
R3:6.3	Selecting appropriate words to use in context, including content-specific vocabulary (e.g., “predator/prey”), or words with multiple meanings

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

5.1.C.6.a

Distinguish the literal and nonliteral meanings of words and phrases.

5.1.C.6.b

Identify real-life connections between words and their use.

5.4

Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.

1.1.c

Meaning in context;

1.1.d

A range of cueing systems to discover pronunciation and meaning;

1.17.b

Use appropriate scientific, technological, and mathematical vocabulary and representations, based upon prior conceptual work;

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
R4:13.5	Identifying author’s message or theme
5.9	Students interpret contemporary and enduring works of American literature, and understand how important themes of American experience have developed through time.
R4:10.3	Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction)
R4:6.1	Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
R4:4.1	Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues
R4:7.1	using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)
R4:8.3	Stopping to reread, adjust pace, and use other strategies as needed
R4:10.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R4:10.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
R4:12.2	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
R4:15.1	Comparing stories or other texts to related personal experience, prior knowledge, or other books
R4:16.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant
R4:16.4	Distinguishing fact from opinion
R4:18.1	Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction; informational: dictionaries, glossaries, encyclopedias, children's magazines, student newspapers, content trade books, textbooks; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
5.8	Students read a variety of types of literature, fiction and nonfiction (e.g., poetry, drama, essays, folklore and mythology, fantasy and science fiction, and public documents, such as newspapers and periodicals).
5.11	Students use literary elements and devices including theme, plot, style, imagery, and metaphor to analyze, compare, interpret, and create literature.
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
5.14.b	Support judgments about what is seen and heard by drawing from experiences beyond the media, or by giving examples of conflicting messages in the media; and
1.1.e	Self-correcting when subsequent reading indicates an earlier miscue;
1.3.b	Analyze and interpret features of a variety of types of text; and
1.3.c	Make connections among various parts of a text, among several texts, and between texts and other experiences in and out of school.
1.7.c	Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.
R4:5.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R4:6.2	Describing words in terms of categories, functions, or features
R4:6.3	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
5.4	Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.
1.1.c	Meaning in context;

Success With Workbooks State Standards

0545201101**Scholastic Success With Reading Tests: Grade 4**

Alignment ID

Alignment Text

1.1.d

A range of cueing systems to discover pronunciation and meaning;

1.17.b

Use appropriate scientific, technological, and mathematical vocabulary and representations, based upon prior conceptual work;

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
R5:12.1	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
5.3	Students discover universal themes by comparing a broad range of cultural expressions from various times and places.
1.1.j	Following themes;
R5:10.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time
R5:10.3	Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)
R5:13.5	Identifying author’s message or theme (implied or stated, as in a fable)
R5:13.6	Identifying causes or effects, including possible motives of characters
5.11	Students use literary elements and devices including theme, plot, style, imagery, and metaphor to analyze, compare, interpret, and create literature.
1.3.e	Identify the textual structure and/or the technical, artistic, and literary conventions of text; and
R5:6.2	Describing words in terms of categories, functions, or features

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
1.17.bb	Use appropriate scientific, technological, and mathematical vocabulary and representations to communicate simple and complex situations; and
R5:5.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R5:7.1	using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)
R5:10.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R5:12.2	Using information from the text to answer questions related to main/central ideas or key details
R5:13.3	Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development)
R5:15.1	Comparing stories or other texts to related personal experience, prior knowledge, or other books
R5:16.1	Connecting information within a text or across texts
R5:16.2	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

R5:16.3

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

R5:16.4

Distinguishing fact from opinion

R5:18.1

Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries; informational: biography, reports, encyclopedias, children's magazines, student newspapers, content trade books, Internet Web sites; and practical/functional texts: procedures, instructions, menus, recipes, announcements, invitations)

5.13.c

Analyze the impact of authors' decisions regarding word choice and content;

5.13.d

Make inferences about themes and styles;

5.13.f

Identify the characteristics of literary forms and genres;

5.13.h

Evaluate literary merit.

5.14.e

Support judgments about what is seen and heard through additional research and the checking of multiple sources; and

5.20.a

Read a variety of materials for meaning and information.

1.3.d

Make extensions/applications of a text;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

R5:6.1

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

R5:6.3

Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

1.3.f

Explain the meaning of various forms of representation (e.g., narrative, graphical, cartographic, symbolic, mathematical).

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
R6:12.1	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
R6:10.3	Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths)
R6:16.4	Distinguishing fact from opinion, and identifying possible bias/propaganda
R6:13.3	Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters' actions or thinking)
R6:14.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works
5.11	Students use literary elements and devices including theme, plot, style, imagery, and metaphor to analyze, compare, interpret, and create literature.
1.3.e	Identify the textual structure and/or the technical, artistic, and literary conventions of text; and
R6:4.1	Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

R6:7.1

using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)

R6:8.3

Stopping to reread, adjust pace, and use other strategies as needed

R6:10.2

Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

R6:12.2

Using information from the text to answer questions related to main/central ideas or key details

R6:12.3

Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

R6:12.4

Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, content trade books, textbooks, newspapers, public documents and discourse, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets)

R6:16.3

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

5.4

Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
5.8	Students read a variety of types of literature, fiction and nonfiction (e.g., poetry, drama, essays, folklore and mythology, fantasy and science fiction, and public documents, such as newspapers and periodicals).
5.13.c	Analyze the impact of authors' decisions regarding word choice and content;
5.13.d	Make inferences about themes and styles;
5.13.f	Identify the characteristics of literary forms and genres;
5.13.h	Evaluate literary merit.
5.14.e	Support judgments about what is seen and heard through additional research and the checking of multiple sources; and
5.20.a	Read a variety of materials for meaning and information.
1.1.o	Adjusting rate of reading and strategy use according to purpose of reading and type of text.
1.3.d	Make extensions/applications of a text;
R6:5.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge)
R6:6.1	Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or simple analogies

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

1.3.f

Explain the meaning of various forms of representation (e.g., narrative, graphical, cartographic, symbolic, mathematical).

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
5.19.a	Express personal ideas, feelings, and experience, using simple sentences.
1.23.b	Use words for their sounds and textures, as well as their meanings.
1.15.e	Use language expressively and persuasively; and
5.1.A.1	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.A.1.b	Use common, proper, and possessive nouns.
5.1.A.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
5.1.A.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
5.1.A.1.f	Use frequently occurring adjectives.
5.1.A.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
5.1.A.1.h	Use determiners (e.g., articles, demonstratives).
5.1.A.1.i	Use frequently occurring prepositions.

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID

Alignment Text

5.1.A.1.e

Use verbs to convey a sense of past, present, and future.

5.1.C.5.d

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.1.A.1.a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

5.1.A.2

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

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
5.1.A.1.f	Produce, expand, and rearrange complete simple and compound sentences.
5.19.a	Express personal ideas, feelings, and experience, using simple sentences.
W2:2.1	Using capital letters for the beginning of sentences and names
5.1.A.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
W2:3.2	Correctly spelling past tense (three sounds for -ed) and plural endings (-s and -es), with no alterations required, on common vocabulary
5.1.A.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
5.1.A.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
5.1.C.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID

Alignment Text

0545201055

Scholastic Success With Grammar: Grade 3

W3:2.1	Using capital letters for the beginning of sentences and names
5.1.A.1.b	Form and use regular and irregular plural nouns.
5.1.A.1.f	Ensure subject-verb and pronoun-antecedent agreement.
5.1.A.1.g	Form and use comparative and superlative adjectives and adverbs,
W3:2.3	Using end punctuation correctly in simple sentences (e.g., period, question mark, exclamation point)
W3:4.1	Writing a variety of complete simple sentences
5.1.A.1.i	Produce simple, compound, and complex sentences.
5.19.a	Express personal ideas, feelings, and experience, using simple sentences.
W3:2.2	Writing contractions with an apostrophe and common abbreviations with a period
5.1.A.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
5.1.A.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.
5.1.A.1.d	Form and use regular and irregular verbs.

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID

Alignment Text

5.1.A.1.e

Form and use the simple (e.g., I walked; I walk; I will walk) 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**

W4:4.1

Writing a variety of simple complete simple and compound sentences

5.19.a

Express personal ideas, feelings, and experience, using simple sentences.

1.6.a

Use clear sentences, correct syntax, and grade-appropriate mechanics so that what is written can be easily understood by the reader.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.6.aa

Use correct grammar; employ a variety of sentence structures; follow conventional spelling; use correct mechanics; display few errors or patterns of errors, relative to length and complexity; make only intentional, effective departure from conventions.

1.23.d

Write poems using dialogue, character, setting, and plot; and

Success With Workbooks State Standards

0545200725**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**

Alignment ID

Alignment Text

0545200725**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
0545200989	Scholastic Success With Addition & Subtraction: Grade 1
2.2b.1.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 [more].
2.2b.1.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions [more].
2.2b.1.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
2.2c.1.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
7.6.7.6.a1	Add, subtract, multiply, and divide whole numbers, with and without calculators;

Success With Workbooks State Standards

0545200970

Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID

Alignment Text

0545200970**Scholastic Success With Addition & Subtraction: Grade 2**

2.2b.1.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

2.2b.1.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

2.2c.1.B.5

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

2.2c.1.B.6

Add up to four two-digit numbers using strategies based on place value and properties of operations.

2.2c.1.B.9

Explain why addition and subtraction strategies work, using place value and the properties of operations.

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;



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

5.1.A.1.a

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**

7.6.7.6.gg5

Reason proportionally to solve problems involving equivalent fractions or equal ratios (proportions);
and

7.6.7.6.bb2

Interchange fractions, decimals, and percents; know that irrational numbers neither terminate nor
repeat when written in decimal form;

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

7.6.7.6.c3

Describe and compare quantities by using simple fractions and decimals, and whole numbers up to 1,000,000;

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
0545200873	Scholastic Success With Multiplication & Division: Grade 3
3.3b.1.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
2.2b.1.A.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each[more].
2.2b.1.A.2	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) [more].
2.2b.1.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
4.4b.1.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
2.2b.1.B.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
2.2b.1.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division [more]. By the end of Grade 3, know from memory all products of two one-digit numbers.

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

2.2b.1.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

7.6.7.6.a1

Add, subtract, multiply, and divide whole numbers, with and without calculators;

7.6.7.6.b2

Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

2.2b.1.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

2.2b.1.D.8

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

2.2b.1.B.5

Apply properties of operations as strategies to multiply and divide. [more]

2.2b.1.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each[more].

2.2b.1.C.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division [more]. By the end of Grade 3, know from memory all products of two one-digit numbers.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
4.4a.1.3	Use two- and three-dimensional shapes to create pictures and structures
4.4a.1.1	Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.")
4.4b.1.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
4.4b.1.A.2	Correctly name shapes regardless of their orientations or overall size.
7.7.7.7.b2	Examine, compare, and analyze real objects and abstract figures by one-, two-, and/or three-dimensional features (e.g., angles);
7.7.7.7.c3	Identify, classify, and name geometric figures by specific attributes and properties (e.g., symmetry);
IV.2.d	Begin to associate a number of objects with the names and symbols for numbers.
1.1b.1.C.7	Compare two numbers between 1 and 10 presented as written numerals.
1.1b.1.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
IV.1.c	Experiment with patterns and shapes.
7.7.7.7.g7	Extend and create geometric patterns, concrete and pictorial models; and

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
7.8.7.8.a1	Extend patterns by identifying a rule that generates the pattern;
IV.2.e	Use such words as “more than/ less than” and “add/subtract” to express some number concepts.
1.1a.1.6	Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)
2.2a.1.3	Match two equal sets using one-to-one correspondence and understand they are the same
2.2a.1.4	Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)
3.3b.1.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. [more]
IV.1.d	Explore measurement, number, and quantity with various materials.
IV.2.b	Begin to use numbers and counting as a means for solving problems and measuring quantity.
IV.2.c	Use one-to-one correspondence in counting objects and matching groups of objects.
1.1a.1.2	Count up to 5 objects using one number for each object independently
1.1a.1.4	Read numerals up to 5 and connect them to the quantities they represent
1.1a.1.3	Count a group of up to 10 objects and understand that the last number represents the number of objects in the group

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

1.1a.1.5

Read numerals up to 10 and connect them to the quantities they represent

1.1b.1.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality. [more]

1.1b.1.B.5

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

1.1b.1.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

2.2b.1.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.

3.3b.1.B.3

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

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
1.1.e	Self-correcting when subsequent reading indicates an earlier miscue;
1.1.g	Prior knowledge of the topic and sense of story.
2b.1.A.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2c.1.A.2	Identify the main topic and retell key details of a text.
2c.1.C.7	Use the illustrations and details in a text to describe its key ideas.
2c.1.C.8	Identify the reasons an author gives to support points in a text.
R1:10.2	Retelling the beginning, middle, and end of a story
R1:16.2	Telling what was learned
1.7.c	Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and
5.1.C.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
5.1.C.5.b	Define words by category and by one or more key attributes.
5.1.C.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
R1:7.2	predicting and making simple text-based inferences;
R1:13.1	Making predictions about what might happen next, and telling why the prediction was made
R1:8.1	Recognizing problems with understanding, and rereading or asking questions as needed
R1:4.1	Monitoring own reading and self-correcting when incorrectly identified or predicted words do not fit with cues provided by the print or the context (e.g., syntax/language structure, semantics/meaning, picture)
1.1.D.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R1:10.1	Identifying characters in a story
2b.1.B.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2b.1.D.9	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
R1:18.1	Reading from or listening to at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, realistic fiction; informational: content trade books, children’s magazines; and practical/functional texts: classroom schedules, simple directions, lists, labels, invitations)

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
R2:5.1	Using strategies to unlock meaning (e.g., using knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful"; or context clues, including illustrations and diagrams; or prior knowledge)
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.C.4.g	Use sentence-level context as a clue to the meaning of a word or phrase.
1.1.c	Meaning in context;
2c.1.A.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2c.1.C.8	Describe how reasons support specific points the author makes in a text.
3.1.A.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Details -- The details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.
R2:10.3	Sequencing key events in order
R2:16.3	Making basic inferences or drawing basic conclusions

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
1.7.c	Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and
R2:6.2	Describing words in terms of categories, functions, or features
5.1.C.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy).
5.1.C.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
R2:7.1	using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., headings, parts of the book)
R2:13.1	Making logical predictions
5.1.B.3.a	Compare formal and informal uses of English.
R2:4.1	Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures)
R2:6.3	Selecting appropriate words to use in context, including words specific to the content of the text

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
1.1.D.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.13.b	Explain the differences between various genres.
1.3.b	Analyze and interpret features of a variety of types of text; and
1.4.b	Read at least three different kinds (genres) of printed materials and at least five different writers;
R2:10.4	Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)
2b.1.A.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2b.1.A.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2b.1.A.3	Describe how characters in a story respond to major events and challenges.
2b.1.B.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2b.1.B.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2b.1.B.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

2b.1.C.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2b.1.C.8

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

2b.1.D.9

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5.8

Students read a variety of types of literature, fiction and nonfiction (e.g., poetry, drama, essays, folklore and mythology, fantasy and science fiction, and public documents, such as newspapers and periodicals).

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	Scholastic Success With Reading Comprehension: Grade 3
R3:8.2	Previewing text selections
1.1.g	Prior knowledge of the topic and sense of story.
R3:12.2	Using information from the text to answer questions related to explicitly stated central/main ideas or details
R3:12.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)
2b.1.A.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.
2c.1.A.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
R3:10.1	Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text
5.1.C.7	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
5.4	Students form aesthetic judgment, using appropriate vocabulary and background knowledge to critique their own work and the work of others, and to support their perception of work in the arts, language, and literature.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
1.1.d	A range of cueing systems to discover pronunciation and meaning;
1.17.b	Use appropriate scientific, technological, and mathematical vocabulary and representations, based upon prior conceptual work;
R3:10.2	Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
2b.1.A.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2c.1.A.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.
1.7.c	Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.
R3:5.1	Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered”; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R3:6.3	Selecting appropriate words to use in context, including content-specific vocabulary (e.g., “predator/prey”), or words with multiple meanings
1.1.D.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2b.1.B.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
2c.1.B.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.C.5.e	Use sentence-level context as a clue to the meaning of a word or phrase.
1.1.c	Meaning in context;
R3:16.3	Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and
R3:6.1	Identifying synonyms, antonyms, homonyms/homophones; or categorizing words
R3:6.2	Describing words in terms of categories, functions, or features
5.1.C.6.b	Identify real-life connections between words and their use.
R3:4.1	Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

R3:7.1

using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)

R3:13.1

Making logical predictions

R3:8.3

Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)

R3:16.5

Making inferences about causes or effects

2c.1.C.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

R3:10.3

Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)

R3:18.1

Reading from at least three different genres/kinds of text and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; informational: dictionaries, glossaries, textbooks, children's magazines, children's newspapers, content trade books; and practical/functional texts: procedures, instructions, simple menus, labels, announcements, invitations, book orders)

1.1.D.4.b

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

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2b.1.B.5

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

2b.1.D.9

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, 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
	Details -- The details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.
R4:5.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
R4:6.3	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
1.1.c	Meaning in context;
R4:10.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
R4:13.2	Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits
R4:4.1	Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues
R4:13.1	Making logical predictions
R4:16.5	Making inferences about causes or effects

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

R4:7.1

using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification)

R4:12.2

Using information from the text to answer questions related to explicitly stated main/central ideas or key details

1.19.e

Synthesize and organize information;

R4:16.3

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

5.13.a

Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and

1.7.c

Support judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations.

R4:12.3

Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)

1.7.b

Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues; and

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
R5:12.3	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
R5:5.1	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
1.3.f	Explain the meaning of various forms of representation (e.g., narrative, graphical, cartographic, symbolic, mathematical).
R5:4.1	Predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues
R5:7.1	using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)
R5:13.1	Making logical predictions
1.1.h	Predicting;
5.13.d	Make inferences about themes and styles;
R5:6.2	Describing words in terms of categories, functions, or features

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

R5:6.3

Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

R5:13.3

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

R5:10.1

Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time

R5:13.2

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

R5:13.6

Identifying causes or effects, including possible motives of characters

R5:16.4

Distinguishing fact from opinion

R5:13.5

Identifying author's message or theme (implied or stated, as in a fable)

5.13.c

Analyze the impact of authors' decisions regarding word choice and content;

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
5.1.A.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
1.1.A.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.18	Students demonstrate an understanding of the structures of the English language (e.g., sentence, paragraph, text structure).
1.6.a	Use clear sentences, correct syntax, and grade-appropriate mechanics so that what is written can be easily understood by the reader.
3.1.B.3	Produce complete sentences when appropriate to task and situation.
5.1.A.1	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
5.1.A.1.f	Use frequently occurring adjectives.
5.1.A.1.h	Use determiners (e.g., articles, demonstratives).
5.1.C.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

1.15.e

Use language expressively and persuasively; and

3.2.A.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

2c.1.C.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

1.17.d

Explain a scientific, mathematical, or technological concept; explain a procedure they have followed.

3.2.A.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
W2:2.1	Using capital letters for the beginning of sentences and names
5.1.A.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
3.1.B.6	Produce complete sentences when appropriate to task and situation.
5.1.C.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
5.1.C.4.g	Use sentence-level context as a clue to the meaning of a word or phrase.
5.18	Students demonstrate an understanding of the structures of the English language (e.g., sentence, paragraph, text structure).
1.6.a	Use clear sentences, correct syntax, and grade-appropriate mechanics so that what is written can be easily understood by the reader.
5.1.A.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
1.15.e	Use language expressively and persuasively; and
5.1.A.1.f	Produce, expand, and rearrange complete simple and compound sentences.
5.1.A.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
5.1.C.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives.
W2:11:.1	Creating a clear understandable story line, with a beginning, middle, and end, when given a structure
2b.1.B.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
1.9.a	Recount in sequence several parts of an experience or event, commenting on their significance and drawing a conclusion from them; or create an imaginative story with a clear story line in which some events are clearly related to the resolution of a problem;
2b.1.C.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
5.13.a	Make inferences about content, events, story, characters, and setting, and about the relationship(s) among them; and
3.2.A.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
1.8.b	Discuss a situation or problem, then predict its possible outcomes based on information gathered;
W2:12.2	Identifying character(s)

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
3.1.B.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
W3:2.1	Using capital letters for the beginning of sentences and names
W3:2.3	Using end punctuation correctly in simple sentences (e.g., period, question mark, exclamation point)
W3:4.2	Recognizing complete sentences
3.2.A.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
1.23.b	Use words for their sounds and textures, as well as their meanings.
W3:4.1	Writing a variety of complete simple sentences
5.1.A.1.i	Produce simple, compound, and complex sentences.
5.1.A.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.
5.1.A.1.g	Form and use comparative and superlative adjectives and adverbs,
1.15.e	Use language expressively and persuasively; and

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
3.2.A.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
1.9.b	Use dialogue and/or other strategies appropriate to narration; and
5.1.A.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
W3:8.1	Grouping ideas into a beginning, middle, and end
W3:9.1	Establishing a topic (purpose)
W3:9.2	Stating a focus/controlling idea (purpose) on a topic
1.8.c	Engage the reader and develop a controlling idea;
W3:10.1	Including details/information relating to topic
W3:12.1	Using details
3.2.A.2.b	Develop the topic with facts, definitions, and details.
1.8.a	Analyze a situation based on information gathered, and suggest a course of action based on the information;
1.8.b	Discuss a situation or problem, then predict its possible outcomes based on information gathered;

Success With Workbooks State Standards

0545200776**Scholastic Success With Writing: Grade 3**

Alignment ID

Alignment Text

1.8.e

Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote.

1.10.a

Organize the steps of procedures clearly and logically; and

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
5.18	Students demonstrate an understanding of the structures of the English language (e.g., sentence, paragraph, text structure).
1.6.a	Use clear sentences, correct syntax, and grade-appropriate mechanics so that what is written can be easily understood by the reader.
W4:4.1	Writing a variety of simple complete simple and compound sentences
W4:1	Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.
1.9.c	Select details consistent with the intent of the story, omitting extraneous details.
1.11	In persuasive writing, students judge, propose, and persuade.
W4:8.1	Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments)
W4:8.3	Using transition words or phrases
W4:8.4	Writing a conclusion
W4:10.1	Including facts and details relevant to focus/controlling idea
1.8.a	Analyze a situation based on information gathered, and suggest a course of action based on the information;

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
1.8.b	Discuss a situation or problem, then predict its possible outcomes based on information gathered;
1.8.e	Use a range of appropriate elaboration strategies such as including appropriate facts and details, describing the subject or narrating a relevant anecdote.
1.10.a	Organize the steps of procedures clearly and logically; and
1.8.d	Use appropriate organizing structures; and
W4:4.2	Using the paragraph form: indenting, main idea, supporting details
1.23.b	Use words for their sounds and textures, as well as their meanings.
1.15.e	Use language expressively and persuasively; and
	Voice or Tone -- An appropriate voice or tone is established and maintained.
5.11	Students use literary elements and devices including theme, plot, style, imagery, and metaphor to analyze, compare, interpret, and create literature.
W4:13.5	Providing a conclusion
W4:17.2	Establishing focus, when responding to a given question or idea
1.7.b	Go beyond retelling of plot by reflecting on what is read and making connections to broader ideas, concepts, and issues; and

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.12.a

Reflect on personal experience, or the experience of an imagined character, using patterns of cause/effect, comparison, and classification.

W4:11.1

Creating a clear, understandable story line with a beginning, middle, and end

W4:12.2

Identifying characters

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
1.8.f	Organize information gathered through reading, interviews, questionnaires, and experiments so that a reader can easily understand what is being conveyed;
1.7.e	Engage the reader effectively and provide closure; and
W5:12.1	Using relevant and descriptive details to advance the story line
W5:13.3	Using details and examples that help the reader understand the process and excluding extraneous information
1.5.c	Details -- The details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.
1.16.b	Reflection and Critique -- Students improve upon products and performances through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.
1.23.c	Use figurative language and descriptive words and phrases in their poems;
W5:15.1	Restating the issue or problem and stating a clear position (purpose)
W5:16.1	Providing appropriate facts and details
W5:16.2	Addressing the reader’s potential concerns or counterarguments
1.8.g	Establish an authoritative stance on a subject, and appropriately identify and address the reader's need to know;

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
1.8.h	Include appropriate facts and details, excluding extraneous and inappropriate information; and
1.11.a	Clearly define a significant problem, issue, topic, or concern;
1.11.b	Make an assertion or judgment, or propose one or more solutions;
1.11.d	Engage the reader by anticipating shared concerns and stressing their importance, discussing the pros and cons of alternatives, and addressing the reader's potential doubts and criticisms.
W5:13.2	Using transition words or phrases (e.g., numbering, ordering) to arrange the steps in a logical manner
1.11.c	Support proposals, as appropriate, through definitions, descriptions, illustrations, examples from experience, and anecdotes; and
W5:4.2	Using the paragraph form: indenting, main idea, supporting details
W5:4.3	Recognizing organizational text structures within paragraphs
W5:8.1	Using an organizational text structure appropriate to focus/controlling idea
1.5.b	Organization -- The writing demonstrates order and coherence.
1.7.d	Clearly articulate a point of view, or state a firm judgment about the piece to be discussed;
1.9.d	Establish a situation/plot, point of view, setting, and conflict;

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

W5:1	Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.
1.16.d	Approach to Work -- Students safely approach their media, solve technical problems as they arise, creatively generate ideas, and cooperate with ensemble members where applicable.
W5:12.2	Using dialogue to advance action
1.23.d	Write poems using dialogue, character, setting, and plot; and
1.6.aa	Use correct grammar; employ a variety of sentence structures; follow conventional spelling; use correct mechanics; display few errors or patterns of errors, relative to length and complexity; make only intentional, effective departure from conventions.
R5:14.1	Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works
5.11	Students use literary elements and devices including theme, plot, style, imagery, and metaphor to analyze, compare, interpret, and create literature.

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**

1.17.a

Express ideas in a variety of ways (e.g., words, numbers, symbols/notation, charts, tables, diagrams, models);

5.1.A.1.a

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
RK:3.1	Reading approximately 20 high-frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences)
RK:6.3	Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as “over,” “between,” “after,” “behind”)
III.4.a	Increases the number of words understood.
III.6.C.e	Show an interest and recognize some letters and words captured in books and in the environment.
III.6.C.f	Recognize own name in print.
III.6.D.a	Know the names of some letters and words.
III.6.D.b	Identify some letters in print.
1.1.C.6	Point out own name in print
1.1.C.3.c	Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
1.1.C.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.