

## Success With Workbooks State Standards

0545200946

**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

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

F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
F.2.a.1	placing one block for each word spoken by the teacher
F.2.a.2	taking a step forward for each word heard in a familiar nursery rhyme
F.2.a.a	Make obvious pauses between words to emphasize the separation of words within the phrases and help children differentiate each word.
F.3.a.1	pointing to a letter, rather than an entire word, in print when asked to identify a letter
F.3.a.2	pointing correctly to letters said by the teacher
F.3.a.3	identifying the letters in their names.
F.3.a.a	Ask children to point to a specific letter within a printed word that is part of a poem, song, sign, book, or other written text.
F.3.a.b	Give children a set of three to five letters and ask them to find a target letter.

## Success With Workbooks State Standards

0545200946

## Scholastic Success With Alphabet

Alignment ID	Alignment Text
F.3.a.c	Print letters in multiple fonts, cut them out, and help children sort them into same letter piles.
F.3.a.e	Provide computer letter naming games/activities that allow child to see the letter when the letter is named.
F.3.b.1	identifying several of the letters in a foam board alphabet puzzle
F.3.b.2	naming letters on a sign in the classroom
F.3.b.3	participating in large group time alphabet identification games.
F.3.b.a	Give children frequent opportunities to say aloud the name of letters when shown on cards, posters, or alphabet manipulatives.
F.3.b.b	Ask children to name the first letter in a word or to find a target letter when reading books.
F.3.b.c	Have children match magnetic letters on a magnetic board and have them say each letter name aloud as it is matched.
F.3.b.d	Model appropriate use of uppercase and lowercase letters in classroom written materials.
F.3.b.e	Provide children with exposure and activities using both uppercase and lowercase letters.
G.2.a.2	making letter shapes using paint and brushes at the easel
G.2.a.3	using a stick to make letters in wet sand on the playground

## Success With Workbooks State Standards

0545200946

## Scholastic Success With Alphabet

Alignment ID

Alignment Text

G.2.a.d

Provide children various opportunities to write letters in different media (e.g., sand, paint, buttons, shaving cream, chalk, and clay).

---

G.3.a.2

writing recognizable letters (e.g., "m" and "p") in the sand or on the sidewalk with chalk

---

G.3.a.a

Model formation of letters and provide opportunities for children to practice writing letters.

---

G.3.a.b

Provide a variety of materials to practice writing letters (e.g., sand, shaving cream, and finger paint).

---

LAFS.K.L.1.1.a

Print many upper- and lowercase letters.

---

LAFS.K.RF.1.1.b

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

---

LAFS.K.RF.1.1.d

Recognize and name all upper- and lowercase letters of the alphabet.

---

Success With Workbooks State Standards

**0545200938**

**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

**0545200938**

**Scholastic Success With Basic Concepts**

A.1	Subitizes (immediately recognizes without counting) up to five objects
A.2	Counts and identifies the number sequence "1 to 31"
A.3	Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
A.5	Constructs and counts sets of objects (one to 10 and beyond)
A.7	Reads and writes some numerals one to 10 using appropriate activities
B.1	Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
B.2	Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
C.1.a.f	Model a wide variety of rich vocabulary words, including varied nouns, adjectives, and verbs.
C.2.a.d	Develop child-friendly definitions of important words related to an upcoming lesson.
C.2.a.f	Create a bulletin board or other spotlight area to highlight new words children discover during on-going classroom experiences.
MAFS.K.CC.1.1	Count to 100 by ones and by tens.

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MAFS.K.CC.1.3	Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
MAFS.K.CC.2.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MAFS.K.CC.2.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MAFS.K.CC.2.4.c	Understand that each successive number name refers to a quantity that is one larger.
MAFS.K.CC.2.5	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.
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.
MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem.
A.6	Uses counting and matching strategies to find which is more, less than or equal to 10

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
MAFS.K12.MP.6	Attend to precision.
MAFS.K.MD.1.2	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.
C.1	Identifies and extends a simple AB repeating pattern
C.3	Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
MAFS.K12.MP.7	Look for and make use of structure.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
G.4.a.c	Prompt children to provide a clear beginning, middle, and end to their stories when taking dictation.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MAFS.K.CC.3.6	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.
F.2	Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects
F.3	Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

MAFS.K.MD.1.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

---

MAFS.K.MD.1.a

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

---

D.1

Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation

---

D.2

Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)

---

E.1

Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)

---

E.2

Uses directions to move through space and find places in space

---

MAFS.K.G.1.1

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.

---

MAFS.K.G.2.4

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).

---

F.1.c.3

asking the meaning of the writing on the side of a delivery van.

---

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

F.1.c.a

Model getting meaning from text in books and other print in the classroom. (e.g., using think-alouds, comments, and questions as you are reading).

---

F.3.a.d

Provide child's name in multiple places within the classroom. Have child point to the letter that begins his/her name.

---

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

---

MAFS.K12.MP.5

Use appropriate tools strategically.

---

C.1.a.h

Create category lists of words (e.g., zoo animals we saw on the field trip, tools we use in the classroom).

---

C.2.b.3

identifying which objects are kitchen items and which are not

---

C.2.b.b

Model use of and teach children category group labels (e.g., vehicles, clothing, and furniture).

---

C.2.c.3

sorting play animals according to typical habitat (e.g., jungle animals vs. farm animals vs. house animals).

---

C.2.c.a

Use real objects, manipulatives, or photographs to help children practice using the concepts of part-whole (e.g., identifying the tires, steering wheel, trunk of a vehicle).

---

LAFS.K.L.3.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

---



## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
LAFS.K.L.3.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K.L.3.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
F.3.c.1	naming the correct letter when the teacher says the sound of a letter from a group of letters
F.3.c.3	naming the correct letter when the teacher says the corresponding letter sound.
F.3.c.a	Using manipulatives to instruct children in matching letter sounds to the letter name and the printed letter shape.
F.3.c.d	Introduce the most common letter sound first (e.g., the sound "g" makes in "goat" rather than "giants," or the sound "c" makes in "cat" rather than "circle").
F.3.d.2	saying the correct letter sound while pointing to a letter in a book
F.3.d.b	Give children a set of three to five letters and ask them to say the sound each letter makes.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
F.3.d.e	Highlight for children instances when certain letters may represent less common sounds in words (e.g., Juan, Phillip, xylophone, giraffe).
F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
F.2.a.1	placing one block for each word spoken by the teacher
F.2.a.2	taking a step forward for each word heard in a familiar nursery rhyme
F.2.a.a	Make obvious pauses between words to emphasize the separation of words within the phrases and help children differentiate each word.
F.3.a.1	pointing to a letter, rather than an entire word, in print when asked to identify a letter
F.3.a.2	pointing correctly to letters said by the teacher
F.3.a.3	identifying the letters in their names.
F.3.a.a	Ask children to point to a specific letter within a printed word that is part of a poem, song, sign, book, or other written text.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
F.3.a.b	Give children a set of three to five letters and ask them to find a target letter.
F.3.a.c	Print letters in multiple fonts, cut them out, and help children sort them into same letter piles.
F.3.a.e	Provide computer letter naming games/activities that allow child to see the letter when the letter is named.
F.3.b.1	identifying several of the letters in a foam board alphabet puzzle
F.3.b.2	naming letters on a sign in the classroom
F.3.b.3	participating in large group time alphabet identification games.
F.3.b.a	Give children frequent opportunities to say aloud the name of letters when shown on cards, posters, or alphabet manipulatives.
F.3.b.b	Ask children to name the first letter in a word or to find a target letter when reading books.
F.3.b.c	Have children match magnetic letters on a magnetic board and have them say each letter name aloud as it is matched.
F.3.b.d	Model appropriate use of uppercase and lowercase letters in classroom written materials.
F.3.b.e	Provide children with exposure and activities using both uppercase and lowercase letters.
G.2.a.2	making letter shapes using paint and brushes at the easel

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
G.2.a.3	using a stick to make letters in wet sand on the playground
G.2.a.d	Provide children various opportunities to write letters in different media (e.g., sand, paint, buttons, shaving cream, chalk, and clay).
G.3.a.2	writing recognizable letters (e.g., “m” and “p”) in the sand or on the sidewalk with chalk
G.3.a.a	Model formation of letters and provide opportunities for children to practice writing letters.
G.3.a.b	Provide a variety of materials to practice writing letters (e.g., sand, shaving cream, and finger paint).
LAFS.K.L.1.1.a	Print many upper- and lowercase letters.
LAFS.K.RF.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
LAFS.K.RF.1.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
F.2.f.4	identifying which two of three words rhyme and which word does not.
LAFS.K.RF.2.2.a	Recognize and produce rhyming words.

Success With Workbooks State Standards

**054520092X**

**Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
<b>054520092X</b>	<b>Scholastic Success With Beginning Vocabulary</b>
C.1.a.f	Model a wide variety of rich vocabulary words, including varied nouns, adjectives, and verbs.
C.2.a.d	Develop child-friendly definitions of important words related to an upcoming lesson.
C.1.b	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
C.2.b	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)
C.1.b.a	Provide directions to children using very specific language for locations, sizes, shapes, and relationships (e.g., "Look for the big red teddy bear inside the cabinet.>").
C.1.b.b	Play Simon Says and scavenger hunt games using specific location, action, and descriptor words (e.g., "Find two blocks that are the same and one that is different.>").
C.1.b.e	Play games indoors and outdoors using positional words. (e.g., "Hold the parachute over your head." "Stand on top of the scarf.>").
C.1.a.2	uses appropriate labels to describe a classroom activity (e.g. cooking, art activity, pretending to be a veterinarian)
C.1.b.c	Include language about position and descriptive characteristics of things and actions when interacting with children or commenting on their play (e.g., "Look at the ladybug on top of the leaf.>").
C.1.c.c	When creating a bulletin board or mural for a new theme, identify, label, and discuss the meaning and function of the pictures and objects.

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
C.2.b.2	labeling and describing fruits and vegetables
C.2.b.4	describing an apple as a fruit and a jacket as a piece of clothing.
C.2.c.1	naming parts of a familiar object (e.g., naming parts of a car: hood, window, trunk)
C.2.c.b	Before taking a fieldtrip, hold a class discussion about what you might see and experience at the location (e.g., sheep, tractor, cows at a farm).
C.2.c.d	Discuss the necessary tools and their functions when planning a cooking experience (e.g., spoon for stirring, whisk for whipping, and oven for baking).
D.1.a.c	Model how and encourage children to describe a familiar object that is hidden in a cloth bag in order to guess its identity (e.g., "I feel something soft. It has four legs. It has two ears.>").
D.2.b.a	Provide simple science experiments (e.g., objects that sink and float) and encourage children to tell what happened (e.g., "The flower floated when it fell in the water." "I think the block will sink because it is heavy like a stone.>").
D.2.c.a	Provide an interesting picture and relevant verbal prompts to help the children describe what they see (e.g., "What is the large object in the middle of this picture?" "How did you know it was a ____?" "Tell us what is behind this ____.").
D.2.c.b	Ask questions and make comments to guide the children in describing a common routine within the classroom (e.g., "After I use the bathroom, I flush the toilet and wash my hands.>").
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
F.2.f.2	picking up all the toys in the room that begin with the /b/ sound, like baby, blocks, and books
F.2.f.4	identifying which two of three words rhyme and which word does not.
F.2.f.c	Give children sets of four picture cards and help them to say the name of each picture aloud. Have the children find the card that does not start with the same sound as the other three.
F.3.a.d	Provide child's name in multiple places within the classroom. Have child point to the letter that begins his/her name.
F.3.c.2	identifying the correct letter associated with the first sound in familiar words
F.3.c.b	Play a game matching children to the large printed letter representing the first sound in each of their names.
F.3.c.c	Provide a variety of familiar objects for children to sort into first-sound piles.
F.3.d.3	saying the correct sound for the first letter(s) of familiar words.
LAFS.K.RF.2.2.a	Recognize and produce rhyming words.
LAFS.K.RF.2.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
D.2.c.c	Model and use guiding questions to help children tell about a personal event, organizing the details into an understandable sequence (e.g., "What did you do first?" "What did you do after that?" and "How did it end?")

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
G.4.a.c	Prompt children to provide a clear beginning, middle, and end to their stories when taking dictation.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K.L.3.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
C.2.a.g	Create and regularly add to a classroom dictionary that includes new words, child-friendly definitions, and illustrations or photographs.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
C.1.a	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
C.2.a	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
C.2.d	Uses words in multiple contexts, with the understanding that some words have multiple meanings
C.1.c.1	using a new word when describing a trip to the museum or from another experience
C.1.c.d	During an interactive science activity model the use of relevant specific science terms (e.g., experiment rather than project, beaker rather than cup, hypothesis rather than guess).
C.2.a.2	trying out new words when talking to their friends



## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
C.2.a.e	Build your own background knowledge and expanded vocabulary related to an upcoming thematic unit to share with the children.
C.1.c	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)
C.1.a.b	Add new words to children’s vocabulary by using a synonym for a commonly used word.
C.1.a.e	Provide daily experiences that introduce new vocabulary (e.g., demonstrate the concept of stability and use the word when discussing how to keep block structures from falling down).
C.1.c.a	Use and discuss new words daily when speaking with children.
C.1.c.e	Use words like, architect, engineer, columns and skyscraper to describe their roles, actions, and products while children are creating a structure in the block center.
C.2.a.f	Create a bulletin board or other spotlight area to highlight new words children discover during on-going classroom experiences.
C.1.a.h	Create category lists of words (e.g., zoo animals we saw on the field trip, tools we use in the classroom).
C.2.b.3	identifying which objects are kitchen items and which are not
C.2.b.a	Call attention to category labels that appear in story books and other written text.

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
C.2.b.b	Model use of and teach children category group labels (e.g., vehicles, clothing, and furniture).
C.2.c.3	sorting play animals according to typical habitat (e.g., jungle animals vs. farm animals vs. house animals).
C.2.c.a	Use real objects, manipulatives, or photographs to help children practice using the concepts of part-whole (e.g., identifying the tires, steering wheel, trunk of a vehicle).
F.1.c.c	Discuss meanings of words and passages before and after reading (e.g., before reading the story "The Princess and the Pea" teacher provides a definition of the word "mattress"; after reading the book, children and teacher discuss and revisit the term "mattress.>").
F.2.f.1	saying the name of familiar one-syllable words when the teacher says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word)
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.K.L.3.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LAFS.K.L.3.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

LAFS.K.L.3.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

---

LAFS.K.RF.3.3.dDistinguish between similarly spelled words by identifying the sounds of the letters that differ.

---

Success With Workbooks State Standards

**0545201144**

**Scholastic Success With Consonants**

Alignment ID	Alignment Text
<b>0545201144</b>	<b>Scholastic Success With Consonants</b>
F.2.f.4	identifying which two of three words rhyme and which word does not.
LAFS.K.RF.2.2.a	Recognize and produce rhyming words.
F.3.a.3	identifying the letters in their names.
F.3.a.c	Print letters in multiple fonts, cut them out, and help children sort them into same letter piles.
F.3.a.e	Provide computer letter naming games/activities that allow child to see the letter when the letter is named.
F.3.b.2	naming letters on a sign in the classroom
F.3.b.d	Model appropriate use of uppercase and lowercase letters in classroom written materials.
F.3.b.e	Provide children with exposure and activities using both uppercase and lowercase letters.
LAFS.K.RF.1.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID

Alignment Text

F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
F.2.a.1	placing one block for each word spoken by the teacher
F.2.a.2	taking a step forward for each word heard in a familiar nursery rhyme
F.2.a.a	Make obvious pauses between words to emphasize the separation of words within the phrases and help children differentiate each word.
F.2.f.2	picking up all the toys in the room that begin with the /b/ sound, like baby, blocks, and books
F.2.f.c	Give children sets of four picture cards and help them to say the name of each picture aloud. Have the children find the card that does not start with the same sound as the other three.
F.3.a.1	pointing to a letter, rather than an entire word, in print when asked to identify a letter
F.3.a.2	pointing correctly to letters said by the teacher
F.3.a.a	Ask children to point to a specific letter within a printed word that is part of a poem, song, sign, book, or other written text.
F.3.a.b	Give children a set of three to five letters and ask them to find a target letter.
F.3.a.d	Provide child's name in multiple places within the classroom. Have child point to the letter that begins his/her name.

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID	Alignment Text
F.3.b.1	identifying several of the letters in a foam board alphabet puzzle
F.3.b.3	participating in large group time alphabet identification games.
F.3.b.a	Give children frequent opportunities to say aloud the name of letters when shown on cards, posters, or alphabet manipulatives.
F.3.b.b	Ask children to name the first letter in a word or to find a target letter when reading books.
F.3.b.c	Have children match magnetic letters on a magnetic board and have them say each letter name aloud as it is matched.
F.3.c.1	naming the correct letter when the teacher says the sound of a letter from a group of letters
F.3.c.2	identifying the correct letter associated with the first sound in familiar words
F.3.c.3	naming the correct letter when the teacher says the corresponding letter sound.
F.3.c.a	Using manipulatives to instruct children in matching letter sounds to the letter name and the printed letter shape.
F.3.c.b	Play a game matching children to the large printed letter representing the first sound in each of their names.
F.3.c.c	Provide a variety of familiar objects for children to sort into first-sound piles.

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID	Alignment Text
F.3.c.d	Introduce the most common letter sound first (e.g., the sound “g” makes in “goat” rather than “giants,” or the sound “c” makes in “cat” rather than “circle”).
F.3.d.1	naming the letter sounds in their first name as they attempt to write them
F.3.d.2	saying the correct letter sound while pointing to a letter in a book
F.3.d.3	saying the correct sound for the first letter(s) of familiar words.
F.3.d.a	Ask children to say the sound of a letter within a word written in a poem, song, sign, book, or other printed text.
F.3.d.b	Give children a set of three to five letters and ask them to say the sound each letter makes.
F.3.d.c	Pronounce isolated sounds without an /uh/, when articulating individual sounds (e.g., /b/ instead of /buh/).
F.3.d.d	Model spelling children’s names aloud using letter sounds instead of letter names, and provide children with opportunities to practice this with their own and each other’s names.
F.3.d.e	Highlight for children instances when certain letters may represent less common sounds in words (e.g., Juan, Phillip, xylophone, giraffe).
LAFS.K.L.1.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LAFS.K.RF.1.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID

Alignment Text

LAFS.K.RF.2.2.d

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

---

LAFS.K.RF.3.3.a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

---

LAFS.K.RF.3.3.b

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

---

LAFS.K.RF.3.3.d

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

---



Success With Workbooks State Standards

**0545201136**

**Scholastic Success With Vowels**

Alignment ID	Alignment Text
<b>0545201136</b>	<b>Scholastic Success With Vowels</b>
F.3.b	Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
F.3.c	Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
F.3.a.3	identifying the letters in their names.
F.3.a.c	Print letters in multiple fonts, cut them out, and help children sort them into same letter piles.
F.3.a.e	Provide computer letter naming games/activities that allow child to see the letter when the letter is named.
F.3.b.1	identifying several of the letters in a foam board alphabet puzzle
F.3.b.2	naming letters on a sign in the classroom
F.3.b.3	participating in large group time alphabet identification games.
F.3.b.a	Give children frequent opportunities to say aloud the name of letters when shown on cards, posters, or alphabet manipulatives.
F.3.b.b	Ask children to name the first letter in a word or to find a target letter when reading books.
F.3.b.c	Have children match magnetic letters on a magnetic board and have them say each letter name aloud as it is matched.

## Success With Workbooks State Standards

0545201136

## Scholastic Success With Vowels

Alignment ID	Alignment Text
F.3.b.e	Provide children with exposure and activities using both uppercase and lowercase letters.
LAFS.K.RF.1.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
LAFS.K.RF.2.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
F.3.d	Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
F.2.a.1	placing one block for each word spoken by the teacher
F.2.a.a	Make obvious pauses between words to emphasize the separation of words within the phrases and help children differentiate each word.
F.2.d.e	Provide pictures, objects, and non-verbal gestures to support children's understanding and demonstration of the blending task.
F.3.a.1	pointing to a letter, rather than an entire word, in print when asked to identify a letter
F.3.a.2	pointing correctly to letters said by the teacher
F.3.a.a	Ask children to point to a specific letter within a printed word that is part of a poem, song, sign, book, or other written text.
F.3.a.b	Give children a set of three to five letters and ask them to find a target letter.

## Success With Workbooks State Standards

0545201136

## Scholastic Success With Vowels

Alignment ID	Alignment Text
F.3.c.1	naming the correct letter when the teacher says the sound of a letter from a group of letters
F.3.c.2	identifying the correct letter associated with the first sound in familiar words
F.3.c.3	naming the correct letter when the teacher says the corresponding letter sound.
F.3.c.a	Using manipulatives to instruct children in matching letter sounds to the letter name and the printed letter shape.
F.3.c.b	Play a game matching children to the large printed letter representing the first sound in each of their names.
F.3.c.d	Introduce the most common letter sound first (e.g., the sound "g" makes in "goat" rather than "giants," or the sound "c" makes in "cat" rather than "circle").
F.3.d.1	naming the letter sounds in their first name as they attempt to write them
F.3.d.2	saying the correct letter sound while pointing to a letter in a book
F.3.d.3	saying the correct sound for the first letter(s) of familiar words.
F.3.d.a	Ask children to say the sound of a letter within a word written in a poem, song, sign, book, or other printed text.
F.3.d.b	Give children a set of three to five letters and ask them to say the sound each letter makes.

## Success With Workbooks State Standards

0545201136

## Scholastic Success With Vowels

Alignment ID

Alignment Text

F.3.d.c

Pronounce isolated sounds without an /uh/, when articulating individual sounds (e.g., /b/ instead of /buh/).

---

F.3.d.d

Model spelling children's names aloud using letter sounds instead of letter names, and provide children with opportunities to practice this with their own and each other's names.

---

F.3.d.e

Highlight for children instances when certain letters may represent less common sounds in words (e.g., Juan, Phillip, xylophone, giraffe).

---

LAFS.K.L.1.2.c

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

---

LAFS.K.RF.3.3.a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

---

LAFS.K.RF.3.3.b

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

---

LAFS.K.RF.3.3.d

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

---

Success With Workbooks State Standards

**0545200717**

**Scholastic Success With Math: Grade 1**

Alignment ID	Alignment Text
<b>0545200717</b>	<b>Scholastic Success With Math: Grade 1</b>
MAFS.K12.MP.2	Reason abstractly and quantitatively.
MAFS.1.NBT.1.1	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.
MAFS.1.G.1.2	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.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
MAFS.1.NBT.3.4	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; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MAFS.1.OA.1.1	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.MD.2.a.a	Identify the value of coins (pennies, nickels, dimes, quarters).
MAFS.1.MD.2.a.b	Compute the value of combinations of coins (pennies and/or dimes).

## Success With Workbooks State Standards

0545200717

## Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

MAFS.1.MD.2.a.c

Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.)

---

MAFS.1.MD.1.1

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

---

MAFS.1.G.1.3

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.

---

MAFS.1.MD.2.3

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
<b>0545200709</b>	<b>Scholastic Success With Math: Grade 2</b>
MAFS.2.NBT.1.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MAFS.2.MD.3.8.d	Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. There are two nickels in one dime. There are two and a half dimes in one quarter. There are twenty nickels in one dollar).
MAFS.2.NBT.1.1.a	100 can be thought of as a bundle of ten tens — called a “hundred.”
MAFS.2.NBT.1.1.b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MAFS.2.NBT.1.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MAFS.2.NBT.2.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MAFS.2.NBT.2.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
MAFS.K12.MP.7	Look for and make use of structure.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
MAFS.2.G.1.1	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
MAFS.2.NBT.2.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MAFS.2.NBT.2.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MAFS.2.OA.2.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MAFS.2.OA.3.3	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.
MAFS.2.OA.3.4	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.
MAFS.2.OA.1.1	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.
MAFS.2.MD.3.7	Tell and write time from analog and digital clocks to the nearest five minutes.
MAFS.2.MD.3.8.a	Identify the value of coins and paper currency.
MAFS.K12.MP.6	Attend to precision.



## Success With Workbooks State Standards

0545200709

## Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

MAFS.2.MD.1.1

Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

---

MAFS.2.MD.1.3

Estimate lengths using units of inches, feet, yards, centimeters, and meters.

---

MAFS.2.MD.1.4

Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

---

MAFS.2.MD.4.10

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.

---

MAFS.2.G.1.3

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

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
<b>0545200695</b>	<b>Scholastic Success With Math: Grade 3</b>
MAFS.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MAFS.3.MD.2.3	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.
MAFS.3.OA.1.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.
MAFS.3.OA.1.2	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.
MAFS.3.OA.1.3	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.
MAFS.3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MAFS.3.OA.4.8	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.
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.

0545200695

## Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
MAFS.K12.MP.2	Reason abstractly and quantitatively.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MAFS.3.NF.1.1	Understand a fraction $1/$
MAFS.3.NF.1.3.a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
MAFS.3.NF.1.3.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.
MAFS.3.NF.1.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MAFS.3.NF.1.3.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.
MAFS.3.MD.1.1	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

0545200695

## Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

MAFS.3.MD.2.4

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.

---

MAFS.3.G.1.1

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.

---

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
<b>0545200687</b>	<b>Scholastic Success With Math: Grade 4</b>
MAFS.4.NBT.1.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
MAFS.4.NBT.1.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MAFS.4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.
MAFS.K12.MP.4	Model with mathematics.
MAFS.4.OA.1.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
MAFS.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
MAFS.4.NBT.2.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MAFS.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.
MAFS.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
MAFS.4.NF.1.1	Explain why a fraction
MAFS.4.NF.2.3.b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MAFS.4.NF.2.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
MAFS.4.NF.3.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MAFS.4.NF.2.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MAFS.4.NF.2.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MAFS.4.MD.1.1	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.4.MD.3.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MAFS.4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MAFS.4.G.1.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MAFS.4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**0545200687**

**Scholastic Success With Math: Grade 4**

Alignment ID

Alignment Text

MAFS.4.OA.3.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

---



Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

**0545200679**

**Scholastic Success With Math: Grade 5**

MAFS.5.NBT.2.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MAFS.5.NF.2.4.a

Interpret the product (

MAFS.5.NF.2.5.a

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

MAFS.5.NF.2.5.b

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

MAFS.5.NF.2.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

MAFS.5.NF.1.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

MAFS.5.NBT.1.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

MAFS.5.NBT.1.3.a

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
MAFS.5.NBT.1.4	Use place value understanding to round decimals to any place.
MAFS.5.NBT.1.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
MAFS.5.OA.2.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.2	Reason abstractly and quantitatively.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MAFS.5.NBT.2.5	Fluently multiply multi-digit whole numbers using the standard algorithm.
MAFS.5.NBT.2.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

0545200679

## Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

MAFS.5.MD.1.1

Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

---

MAFS.5.NF.2.4.b

Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

---

MAFS.5.G.1.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,

---

MAFS.5.G.1.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

---

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
<b>0545200660</b>	<b>Scholastic Success With Math Tests: Grade 3</b>
MAFS.3.NF.1.1	Understand a fraction $\frac{1}{b}$ .
MAFS.3.NF.1.3.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.
MAFS.3.NF.1.3.c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MAFS.3.NF.1.3.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.
MAFS.3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFS.3.G.1.1	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.
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## Success With Workbooks State Standards

0545200660

## Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
MAFS.3.MD.1.1	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.
MAFS.3.MD.1.2	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.
MAFS.3.MD.2.3	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.
MAFS.3.MD.3.5.a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
MAFS.3.MD.3.5.b	A plane figure which can be covered without gaps or overlaps by
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MAFS.3.MD.3.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
MAFS.3.MD.4.8	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.

0545200660

## Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

MAFS.K12.MP.2

Reason abstractly and quantitatively.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.3.OA.3.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MAFS.3.OA.4.8

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.

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

**0545200652**

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

MAFS.K12.MP.4

Model with mathematics.

MAFS.K12.MP.8

Look for and express regularity in repeated reasoning.

MAFS.4.NF.1.2

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

MAFS.4.NBT.1.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

MAFS.4.NBT.1.3

Use place value understanding to round multi-digit whole numbers to any place.

MAFS.4.OA.2.4.a

Find all factor pairs for a whole number in the range 1–100.

MAFS.4.OA.2.4.b

Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.

MAFS.4.OA.3.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

MAFS.4.G.1.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

MAFS.4.G.1.2

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

MAFS.4.G.1.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

MAFS.4.MD.1.1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

MAFS.K12.MP.2

Reason abstractly and quantitatively.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.4.MD.1.2

Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.

MAFS.4.MD.2.4

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.



## Success With Workbooks State Standards

0545200652

## Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
MAFS.4.NF.2.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MAFS.4.NF.2.3.d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MAFS.4.NF.3.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MAFS.4.NBT.2.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MAFS.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

**0545200652****Scholastic Success With Math Tests: Grade 4**

Alignment ID

Alignment Text

MAFS.4.OA.1.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.

---

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
<b>0545200644</b>	<b>Scholastic Success With Math Tests: Grade 5</b>
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
MAFS.5.MD.3.5.a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MAFS.5.NBT.1.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
MAFS.5.NBT.1.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MAFS.5.NBT.1.4	Use place value understanding to round decimals to any place.
MAFS.5.OA.2.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
MAFS.5.G.2.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
MAFS.5.G.2.4	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
MAFS.5.MD.1.1	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MAFS.5.MD.3.3.a	A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
MAFS.5.MD.3.3.b	A solid figure which can be packed without gaps or overlaps using
MAFS.5.MD.3.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MAFS.5.NF.2.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MAFS.K12.MP.1	Make sense of problems and persevere in solving them.
MAFS.K12.MP.2	Reason abstractly and quantitatively.
MAFS.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MAFS.K12.MP.5	Use appropriate tools strategically.

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

MAFS.5.G.1.1

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g.,

MAFS.5.G.1.2

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

MAFS.5.NF.1.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

MAFS.5.NF.1.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

MAFS.5.NF.2.4.a

Interpret the product (

MAFS.5.NF.2.5.a

Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

MAFS.5.NF.2.5.b

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

## Success With Workbooks State Standards

0545200644

## Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

MAFS.5.NF.2.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

---

MAFS.5.NBT.1.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

---

MAFS.5.NBT.2.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

---

MAFS.5.NBT.2.6

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

---

MAFS.5.NBT.2.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

---

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**

MAFS.K12.MP.8

Look for and express regularity in repeated reasoning.

MAFS.6.NS.2.4

Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.

MAFS.6.G.1.1

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

MAFS.6.RP.1.3.d

Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

MAFS.K12.MP.1

Make sense of problems and persevere in solving them.

MAFS.K12.MP.2

Reason abstractly and quantitatively.

MAFS.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MAFS.K12.MP.5

Use appropriate tools strategically.

MAFS.6.G.1.3

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
MAFS.6.RP.1.3.a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
MAFS.6.RP.1.3.c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
MAFS.6.SP.2.5.c	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
MAFS.6.NS.2.2	Fluently divide multi-digit numbers using the standard algorithm.
MAFS.6.NS.2.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
MAFS.6.NS.3.6.b	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
MAFS.6.NS.3.6.c	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
MAFS.6.NS.3.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.



Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
<b>0545201039</b>	<b>Scholastic Success With Reading Tests: Grade 3</b>
LAFS.K12.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently.
LAFS.3.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.3.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LAFS.3.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RI.1.3	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.
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text.

## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
LAFS.3.RI.3.7	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).
LAFS.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.3.RI.4.10	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.
LAFS.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.2	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.
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.2.5	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.
LAFS.3.RL.4.10	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

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
LAFS.3.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
LAFS.3.RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LAFS.3.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.3.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LAFS.3.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LAFS.3.L.3.6	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Success With Workbooks State Standards

**0545201101**

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

Alignment ID	Alignment Text
<b>0545201101</b>	<b>Scholastic Success With Reading Tests: Grade 4</b>
LAFS.4.RL.2.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LAFS.4.RL.3.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LAFS.K12.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Success With Workbooks State Standards

0545201101

## Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently.
LAFS.4.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LAFS.4.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
LAFS.4.L.3.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LAFS.4.RI.1.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

## Success With Workbooks State Standards

0545201101

## Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
LAFS.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RI.2.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LAFS.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

## Success With Workbooks State Standards

0545201101

## Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
LAFS.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RL.3.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LAFS.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.4.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.4.L.3.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LAFS.4.L.3.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LAFS.4.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).



Success With Workbooks State Standards

**0545201098**

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

Alignment ID	Alignment Text
<b>0545201098</b>	<b>Scholastic Success With Reading Tests: Grade 5</b>
LAFS.5.L.2.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.5.RL.1.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LAFS.5.W.1.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LAFS.5.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LAFS.K12.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently.
LAFS.5.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LAFS.5.L.3.5.a	Interpret figurative language, including similes and metaphors, in context.
LAFS.5.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
LAFS.5.RI.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RI.2.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LAFS.5.RI.3.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.5.RI.4.10	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 4–5 text complexity band independently and proficiently.
LAFS.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
LAFS.5.RL.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e. g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LAFS.5.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.W.3.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

LAFS.5.L.3.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

---

LAFS.5.L.3.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

---

LAFS.5.L.3.6

Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

---

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
<b>054520108X</b>	<b>Scholastic Success With Reading Tests: Grade 6</b>
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.3.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LAFS.6.RL.3.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.K12.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently.
LAFS.6.L.3.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LAFS.6.L.3.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.6.L.3.5.a	Interpret figures of speech (e.g., personification) in context.
LAFS.6.L.3.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
LAFS.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
LAFS.6.RI.1.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RI.1.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LAFS.6.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LAFS.6.RI.2.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LAFS.6.RI.2.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
LAFS.6.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.6.RL.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.6.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LAFS.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.



## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
LAFS.68.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LAFS.68.RH.1.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LAFS.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LAFS.68.RH.2.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LAFS.68.RH.2.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LAFS.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LAFS.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LAFS.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.
LAFS.68.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts.
LAFS.68.RST.1.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LAFS.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LAFS.68.RST.2.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LAFS.68.RST.2.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LAFS.68.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LAFS.68.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LAFS.68.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

LAFS.6.L.3.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

---

LAFS.6.L.3.5.b

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

---

LAFS.6.L.3.6

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

---

Success With Workbooks State Standards

**0545201071**

**Scholastic Success With Grammar: Grade 1**

Alignment ID	Alignment Text
<b>0545201071</b>	<b>Scholastic Success With Grammar: Grade 1</b>
LAFS.1.L.1.2.b	Use end punctuation for sentences.
LAFS.1.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LAFS.1.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.K12.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.1.L.1.1.b	Use common, proper, and possessive nouns.
LAFS.1.L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LAFS.1.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
LAFS.1.L.1.1.f	Use frequently occurring adjectives.
LAFS.1.L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LAFS.1.L.1.1.h	Use determiners (e.g., articles, demonstratives).
LAFS.1.L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).

## Success With Workbooks State Standards

0545201071

## Scholastic Success With Grammar: Grade 1

Alignment ID

Alignment Text

LAFS.1.L.1.1.e

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

---

LAFS.1.L.3.5.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.

---

LAFS.K12.L.1.2

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

---

LAFS.1.L.1.2.a

Capitalize dates and names of people.

---

LAFS.1.RF.1.1.a

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

---

Success With Workbooks State Standards

**0545201063**

**Scholastic Success With Grammar: Grade 2**

Alignment ID	Alignment Text
<b>0545201063</b>	<b>Scholastic Success With Grammar: Grade 2</b>
LAFS.2.L.1.2.a	Capitalize holidays, product names, and geographic names.
LAFS.2.L.1.1.g	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.2.L.1.1.f	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LAFS.2.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.L.1.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
LAFS.2.L.1.1.e	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LAFS.2.L.3.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

**0545201055**

**Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
<b>0545201055</b>	<b>Scholastic Success With Grammar: Grade 3</b>
LAFS.3.L.1.1.c	Form and use regular and irregular plural nouns.
LAFS.3.L.1.1.g	Ensure subject-verb and pronoun-antecedent agreement.
LAFS.3.L.1.1.h	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LAFS.3.L.1.1.j	Produce simple, compound, and complex sentences.
LAFS.3.L.1.2.d	Form and use possessives.
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.3.L.1.2.b	Use commas in addresses.
LAFS.3.L.1.2.c	Use commas and quotation marks in dialogue.
LAFS.3.L.1.1.b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LAFS.3.L.1.1.e	Form and use regular and irregular verbs.
LAFS.3.L.1.1.f	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**

LAFS.4.L.1.1.g

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

LAFS.4.L.1.2.c

Use a comma before a coordinating conjunction in a compound sentence.

LAFS.4.L.1.1.d

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

LAFS.4.L.1.1.c

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

LAFS.4.L.1.1.e

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

LAFS.4.L.1.1.f

Form and use prepositional phrases.

LAFS.4.L.1.2.b

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

LAFS.4.L.1.1.b

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).



Success With Workbooks State Standards

**0545201020**

**Scholastic Success With Grammar: Grade 5**

Alignment ID	Alignment Text
<b>0545201020</b>	<b>Scholastic Success With Grammar: Grade 5</b>
LAFS.5.L.2.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LAFS.5.L.1.1.e	Recognize and correct inappropriate shifts in verb tense.
LAFS.5.L.1.1.c	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LAFS.5.L.1.1.d	Use verb tense to convey various times, sequences, states, and conditions.
LAFS.5.L.1.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
LAFS.5.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LAFS.5.L.1.1.b	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LAFS.5.L.1.2.a	Use punctuation to separate items in a series.
LAFS.5.L.1.2.b	Use a comma to separate an introductory element from the rest of the sentence.
LAFS.5.L.1.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
<b>0545200725</b>	<b>Scholastic Success With Addition, Subtraction, Multiplication &amp; Division: Grade 4</b>
MAFS.4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MAFS.4.NBT.2.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MAFS.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MAFS.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Success With Workbooks State Standards

**0545201012**

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

Alignment ID

Alignment Text

**0545201012**

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

MAFS.5.MD.3.5.a

Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

MAFS.5.NBT.2.5

Fluently multiply multi-digit whole numbers using the standard algorithm.

MAFS.5.NBT.1.2

Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

MAFS.5.NBT.2.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
<b>0545200989</b>	<b>Scholastic Success With Addition &amp; Subtraction: Grade 1</b>
MAFS.1.OA.3.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.OA.1.1	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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.NBT.3.4	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; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

## Success With Workbooks State Standards

0545200970

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

Alignment ID	Alignment Text
<b>0545200970</b>	<b>Scholastic Success With Addition &amp; Subtraction: Grade 2</b>
MAFS.2.NBT.2.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MAFS.2.NBT.2.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
MAFS.2.NBT.2.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MAFS.2.OA.1.1	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.
MAFS.2.OA.2.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

LAFS.3.L.1.1.a

Demonstrate beginning cursive writing skills.

LAFS.4.L.1.1.a

Demonstrate legible cursive writing skills.

## 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**

LAFS.K.L.1.1.a

Print many upper- and lowercase letters.

LAFS.1.L.1.1.a

Print all upper- and lowercase letters.

**054520089X**

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

Alignment ID	Alignment Text
<b>054520089X</b>	<b>Scholastic Success With Fractions &amp; Decimals: Grade 5</b>
MAFS.5.MD.2.2	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.
MAFS.5.NF.2.4.b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MAFS.5.NF.2.3	Interpret a fraction as division of the numerator by the denominator (
MAFS.5.NF.1.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MAFS.5.NF.1.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MAFS.5.NF.2.4.a	Interpret the product (
MAFS.5.NF.2.5.a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.



Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
MAFS.5.NF.2.5.b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
MAFS.5.NF.2.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MAFS.5.NF.2.7.b	Interpret division of a whole number by a unit fraction, and compute such quotients.
MAFS.5.NF.2.7.c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
MAFS.5.NBT.1.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MAFS.5.NBT.1.3.a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
MAFS.5.NBT.1.3.b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
MAFS.5.NBT.1.4	Use place value understanding to round decimals to any place.
MAFS.5.NBT.1.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

**054520089X**

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

Alignment ID

Alignment Text

MAFS.5.NBT.2.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

---

**0545200881**

**Scholastic Success With Fractions: Grade 4**

Alignment ID	Alignment Text
<b>0545200881</b>	<b>Scholastic Success With Fractions: Grade 4</b>
MAFS.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.
MAFS.4.MD.2.4	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
MAFS.4.NF.2.4.c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MAFS.4.NF.2.3.c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MAFS.4.NF.1.1	Explain why a fraction
MAFS.4.NF.1.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.
MAFS.4.NF.2.3.a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

## Success With Workbooks State Standards

0545200881

## Scholastic Success With Fractions: Grade 4

Alignment ID

Alignment Text

MAFS.4.NF.2.3.b

Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

---

MAFS.4.NF.2.3.d

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

---

MAFS.4.NF.3.5

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

---

0545200873

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

Alignment ID	Alignment Text
<b>0545200873</b>	<b>Scholastic Success With Multiplication &amp; Division: Grade 3</b>
MAFS.3.MD.3.5.a	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
MAFS.3.MD.3.5.b	A plane figure which can be covered without gaps or overlaps by
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MAFS.3.MD.3.7.a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
MAFS.3.MD.3.7.c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MAFS.3.OA.1.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.
MAFS.3.OA.1.2	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.
MAFS.3.OA.1.3	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.

## Success With Workbooks State Standards

0545200873

## Scholastic Success With Multiplication &amp; Division: Grade 3

Alignment ID

Alignment Text

MAFS.3.OA.2.6

Understand division as an unknown-factor problem.

MAFS.3.OA.3.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MAFS.3.OA.4.8

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.

Success With Workbooks State Standards

**0545200865**

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

Alignment ID	Alignment Text
<b>0545200865</b>	<b>Scholastic Success With Multiplication Facts: Grades 3–4</b>
MAFS.3.OA.1.3	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.
MAFS.3.OA.4.8	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.
MAFS.4.NBT.2.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MAFS.4.OA.1.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MAFS.4.NF.2.4.a	Understand a fraction
MAFS.4.NF.2.4.b	Understand a multiple of
MAFS.4.OA.2.4.b	Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.
MAFS.3.OA.2.5	Apply properties of operations as strategies to multiply and divide.

## Success With Workbooks State Standards

0545200865

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

Alignment ID

Alignment Text

MAFS.3.OA.1.1

Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

---

MAFS.3.OA.3.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

---

MAFS.4.NBT.2.5

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

---

MAFS.4.OA.1.1

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

---



## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

Alignment ID	Alignment Text
<b>0545200857</b>	<b>Scholastic Success With Numbers &amp; Concepts</b>
D.1	Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation
D.2	Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)
MAFS.K.G.1.1	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.
MAFS.K.G.1.2	Correctly name shapes regardless of their orientations or overall size.
A.7	Reads and writes some numerals one to 10 using appropriate activities
MAFS.K.CC.3.7	Compare two numbers between 1 and 10 presented as written numerals.
A.2	Counts and identifies the number sequence "1 to 31"
MAFS.K.CC.1.1	Count to 100 by ones and by tens.
MAFS.K.CC.1.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
C.1	Identifies and extends a simple AB repeating pattern
C.2	Duplicates a simple AB pattern using different objects

## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

Alignment ID	Alignment Text
C.3	Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)
MAFS.K12.MP.7	Look for and make use of structure.
MAFS.K12.MP.8	Look for and express regularity in repeated reasoning.
A.6	Uses counting and matching strategies to find which is more, less than or equal to 10
MAFS.K.CC.3.6	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.
MAFS.K.MD.1.2	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.
A.3	Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
A.4	Identifies the last number spoken tells “how many” up to 10 (cardinality)
A.5	Constructs and counts sets of objects (one to 10 and beyond)
B.1	Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
B.2	Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
MAFS.K.12.MP.2	Reason abstractly and quantitatively.
MAFS.K.CC.2.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
MAFS.K.CC.2.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MAFS.K.CC.2.4.c	Understand that each successive number name refers to a quantity that is one larger.
MAFS.K.CC.2.5	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.
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MAFS.K.OA.1.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
MAFS.K.OA.1.a	Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem.

Success With Workbooks State Standards

0545200849

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

Alignment ID	Alignment Text
<b>0545200849</b>	<b>Scholastic Success With Reading Comprehension: Grade 1</b>
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.1.RI.1.2	Identify the main topic and retell key details of a text.
LAFS.1.RI.3.7	Use the illustrations and details in a text to describe its key ideas.
LAFS.1.RI.3.8	Identify the reasons an author gives to support points in a text.
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.1.L.3.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LAFS.1.L.3.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LAFS.1.L.3.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

## Success With Workbooks State Standards

0545200849

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

Alignment ID

Alignment Text

LAFS.K12.L.3.4

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

---

LAFS.1.RF.4.4.c

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

---

LAFS.K12.R.1.1

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

---

LAFS.1.RL.2.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

---

LAFS.1.RL.4.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

---

Success With Workbooks State Standards

**0545200830**

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

Alignment ID	Alignment Text
<b>0545200830</b>	<b>Scholastic Success With Reading Comprehension: Grade 2</b>
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.2.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.K12.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
LAFS.2.RI.1.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LAFS.2.RI.3.8	Describe how an author uses reasons to support specific points in a text.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.2.L.3.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LAFS.2.L.2.3.a	Compare formal and informal uses of English.

## Success With Workbooks State Standards

0545200830

## Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

LAFS.K12.L.3.4

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

---

LAFS.2.RF.4.4.c

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

---

LAFS.K12.R.1.1

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

---

LAFS.K12.R.4.10

Read and comprehend complex literary and informational texts independently and proficiently.

---

LAFS.2.RL.1.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

---

LAFS.2.RL.1.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

---

LAFS.2.RL.1.3

Describe how characters in a story respond to major events and challenges.

---

LAFS.2.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

---

LAFS.2.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

---

LAFS.2.RL.2.6

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

LAFS.2.RL.3.7

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

---

LAFS.2.RL.3.9

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

---

LAFS.2.RL.4.10

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.

---



Success With Workbooks State Standards

0545200822

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

Alignment ID	Alignment Text
<b>0545200822</b>	<b>Scholastic Success With Reading Comprehension: Grade 3</b>
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LAFS.3.RL.1.2	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.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.3.L.3.6	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e. g., After dinner that night we went looking for them).
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Success With Workbooks State Standards

0545200822

## Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
LAFS.3.RI.1.3	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.
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.3.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.3.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.3.RI.3.8	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

0545200822

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

Alignment ID

Alignment Text

LAFS.3.RL.2.5

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.

---

LAFS.3.RL.4.10

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.

---

LAFS.3.RF.4.4.b

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

---

Success With Workbooks State Standards

0545200814

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

Alignment ID	Alignment Text
<b>0545200814</b>	<b>Scholastic Success With Reading Comprehension: Grade 4</b>
LAFS.K12.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
LAFS.4.SL.1.3	Identify the reasons and evidence a speaker provides to support particular points.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LAFS.4.L.3.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LAFS.4.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Success With Workbooks State Standards

0545200814

## Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
LAFS.4.RI.2.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LAFS.4.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LAFS.4.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.4.RI.2.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LAFS.4.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.4.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Success With Workbooks State Standards

0545200814

## Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

LAFS.4.RI.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

---

LAFS.K12.R.1.2

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

---

LAFS.4.RI.1.2

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

---

LAFS.4.RL.1.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

---

LAFS.K12.R.2.6

Assess how point of view or purpose shapes the content and style of a text.

---

Success With Workbooks State Standards

0545200806

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

Alignment ID	Alignment Text
<b>0545200806</b>	<b>Scholastic Success With Reading Comprehension: Grade 5</b>
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LAFS.5.L.2.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## Success With Workbooks State Standards

0545200806

## Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
LAFS.5.L.3.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LAFS.5.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LAFS.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LAFS.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RI.2.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text.



Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
<b>0545200792</b>	<b>Scholastic Success With Writing: Grade 1</b>
LAFS.1.L.1.2.a	Capitalize dates and names of people.
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.1.L.1.2.b	Use end punctuation for sentences.
LAFS.K12.R.2.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LAFS.1.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.1.RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LAFS.1.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LAFS.1.SL.2.6	Produce complete sentences when appropriate to task and situation.
LAFS.1.L.1.1.f	Use frequently occurring adjectives.
LAFS.1.L.1.1.h	Use determiners (e.g., articles, demonstratives).

## Success With Workbooks State Standards

0545200792

## Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

LAFS.1.L.3.5.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.

---

LAFS.K12.R.1.3

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

---

LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

---

LAFS.1.W.1.3

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.

---

LAFS.1.RI.3.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

---

LAFS.1.W.1.1

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
<b>0545200784</b>	<b>Scholastic Success With Writing: Grade 2</b>
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.2.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.K12.R.2.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LAFS.2.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LAFS.2.L.1.1.f	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LAFS.2.L.3.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LAFS.2.L.1.1.g	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LAFS.2.L.1.1.e	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LAFS.2.L.3.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

## Success With Workbooks State Standards

0545200784

## Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

LAFS.2.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

---

LAFS.2.RL.3.7

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

---

LAFS.K12.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

---

LAFS.2.W.1.3

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.

---

## Success With Workbooks State Standards

0545200776

**Scholastic Success With Writing: Grade 3**

Alignment ID	Alignment Text
<b>0545200776</b>	<b>Scholastic Success With Writing: Grade 3</b>
LAFS.3.SL.2.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LAFS.3.W.1.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LAFS.3.L.1.1.j	Produce simple, compound, and complex sentences.
LAFS.3.L.1.1.b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LAFS.3.L.1.1.h	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LAFS.3.W.1.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.3.L.1.2.c	Use commas and quotation marks in dialogue.
LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

LAFS.K12.W.1.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

---

LAFS.3.W.1.2.b

Develop the topic with facts, definitions, and details.

---

Success With Workbooks State Standards

**0545200768**

**Scholastic Success With Writing: Grade 4**

Alignment ID	Alignment Text
<b>0545200768</b>	<b>Scholastic Success With Writing: Grade 4</b>
LAFS.4.L.1.2.a	Use correct capitalization.
LAFS.4.L.1.2.c	Use a comma before a coordinating conjunction in a compound sentence.
LAFS.4.L.1.1.g	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LAFS.K12.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.4.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LAFS.K12.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.K12.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.4.W.1.1.b	Provide reasons that are supported by facts and details.
LAFS.4.W.1.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LAFS.4.W.1.1.d	Provide a concluding statement or section related to the opinion presented.
LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
LAFS.4.W.1.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LAFS.4.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LAFS.4.W.1.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
LAFS.4.W.1.2.e	Provide a concluding statement or section related to the information or explanation presented.
LAFS.4.W.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
LAFS.4.L.1.1.e	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LAFS.K12.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.4.L.1.1.c	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LAFS.4.L.1.1.d	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LAFS.4.L.2.3.a	Choose words and phrases to convey ideas precisely.
LAFS.4.L.2.3.b	Choose punctuation for effect.



## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
LAFS.4.L.3.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LAFS.4.W.1.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LAFS.4.W.1.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LAFS.4.W.1.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.4.L.1.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
<b>054520075X</b>	<b>Scholastic Success With Writing: Grade 5</b>
LAFS.5.W.1.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LAFS.5.L.1.2.a	Use punctuation to separate items in a series.
LAFS.5.L.1.2.b	Use a comma to separate an introductory element from the rest of the sentence.
LAFS.5.L.1.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LAFS.5.L.1.1.b	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LAFS.5.W.1.2.e	Provide a concluding statement or section related to the information or explanation presented.
LAFS.5.W.1.3.e	Provide a conclusion that follows from the narrated experiences or events.
LAFS.K12.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.5.W.1.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LAFS.5.W.1.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
LAFS.K12.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LAFS.5.W.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LAFS.5.W.1.1.b	Provide logically ordered reasons that are supported by facts and details.
LAFS.5.W.1.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LAFS.5.W.1.1.d	Provide a concluding statement or section related to the opinion presented.
LAFS.5.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LAFS.K12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LAFS.K12.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Success With Workbooks State Standards

054520075X

## Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

LAFS.5.W.1.2.a

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

---

LAFS.5.W.2.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

---

LAFS.K12.W.2.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

---

LAFS.5.W.2.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

---

LAFS.5.W.1.3.b

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

---

LAFS.5.L.2.3.a

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

---

LAFS.5.RL.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

---

LAFS.5.L.3.5.a

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

---

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

LAFS.3.L.1.1.a

Demonstrate beginning cursive writing skills.

LAFS.4.L.1.1.a

Demonstrate legible cursive writing skills.

## 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**

LAFS.K.L.1.1.a

Print many upper- and lowercase letters.

LAFS.1.L.1.1.a

Print all upper- and lowercase letters.

Success With Workbooks State Standards

**0545201128**

**Scholastic Success With Sight Words**

Alignment ID	Alignment Text
<b>0545201128</b>	<b>Scholastic Success With Sight Words</b>
F.2.d.2	identifying the number of syllables in familiar words and names
F.2.d.3	hearing a familiar word and identifying whether it has one, two, or three syllables.
F.2.f.1	saying the name of familiar one-syllable words when the teacher says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word)
F.2.f.a	Say familiar words with clear separation between the onset and the rime (e.g., say, "Let's read the b—ook." Or "Go get the c—up.").
LAFS.K.RF.3.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LAFS.K.RF.3.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.