Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
6.2	Ask how to write a word or a letter.
7.2	Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space).
LA.K.1.5.a	Recognizes and names all upper and lower case letters and says the most common sound associated with individual letters.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
MA.K.5.1.a	Names the shapes in pictures (e.g., circles, rectangles, squares, triangles).
MA.K.1.2.a	Demonstrates a variety of ways that a number can be represented.
MA.K.2.1.a	Counts the objects in each of two groups, combines the two sets of objects, and recounts the new group.
MA.K.2.2.a	Removes some objects from a set, then recounts the remaining objects or counts backwards as each object is removed.
MA.K.3.1.a	Shows how to add (or subtract) whole numbers using one strategy, then shows how to add (or subtract) using another method.
MA.K.1.1.a	Counts the number of objects in one group and the number of objects in a second group and indicates which group has more.
MA.K.9.1.a	Copies a pattern (e.g., clap, clap, stomp pattern) that the teacher begins.
LA.K.3.1.a	Retells the plot of a story heard several times and places events in chronological order.
MA.K.4.1.a	Compares objects, physically or virtually, to each other (e.g., places two objects side-by-side to determine which is longer; picks up two objects to determine which is heavier; fills a liquid from one container to another to determine which one has more capacity).
MA.K.8.1.a	Describes a certain object's location in the class.

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0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
4.3	Identify symbols in the wider environment (know that the big S means Safeway).
MA.K.11.1.a	Selects an attribute and sorts a set of objects or people into separate groups according to the attribute (e.g., puts students wearing shoes in one group and students wearing slippers in another group).
8.4	Associate some letters with their sounds.
7.2	Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space).
LA.K.1.5.a	Recognizes and names all upper and lower case letters and says the most common sound associated with individual letters.
8.3	Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables.
LA.K.1.3.a	Identifies and produces rhyming words in response to a prompt and distinguishes rhyming words from non-rhyming words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
LA.K.1.6.a	Reads aloud basic high-frequency words.
LA.K.1.8.a	Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations.
LA.K.4.2.a	Writes phonetically spelled words to describe familiar people, objects, books, events, or instructions.
8.3	Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables.
LA.K.1.3.a	Identifies and produces rhyming words in response to a prompt and distinguishes rhyming words from non-rhyming words.
LA.K.3.1.a	Retells the plot of a story heard several times and places events in chronological order.
LA.K.7.2.a	Presents events in chronological sequence when speaking.
LA.K.7.3.a	Chooses familiar words and new words appropriately for a variety of speaking situations to effectively communicate thoughts and feelings.
4.3	Identify symbols in the wider environment (know that the big S means Safeway).
LA.K.1.9.a	Correctly uses new words learned through reading and listening activities in various situations.
LA.K.6.1.a	Engages in simple drama activities in order to aid comprehension, develop vocabulary, and reinforce content through actions.

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
LA.K.1.3.a	Identifies and produces rhyming words in response to a prompt and distinguishes rhyming words from non-rhyming words.
8.3	Begin to hear and discriminate rhyming sounds, beginning consonant sounds, and syllables.
8.4	Associate some letters with their sounds.
LA.K.1.2.a	Classifies words with similar sounds or identifies which word or sound is different in an orally presented set of words or sounds.
LA.K.1.5.a	Recognizes and names all upper and lower case letters and says the most common sound associated with individual letters.
LA.K.1.7.a	Sounds out letters and reads simple words.
LA.K.4.4.a	Spells phonetically, associating letters with sounds (e.g., kitn [kitten], wacht [watched]).

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
7.2	Begin to demonstrate understanding of the concept of a letter (makes up a word), a word (several letters separated by white space).
8.4	Associate some letters with their sounds.
LA.K.1.2.a	Classifies words with similar sounds or identifies which word or sound is different in an orally presented set of words or sounds.
LA.K.1.5.a	Recognizes and names all upper and lower case letters and says the most common sound associated with individual letters.
LA.K.1.7.a	Sounds out letters and reads simple words.
LA.K.4.4.a	Spells phonetically, associating letters with sounds (e.g., kitn [kitten], wacht [watched]).

0545200717   Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
MA.1.12.1.a	Compares two groups of objects/people that are sorted by a certain attribute and makes a comparative statement (e.g., there are more students that like play sports than don't play sports).
MA.1.9.1.a	Represents a repeating pattern with shapes, objects, sounds, or movement and states what generates the repeating pattern.
MA.1.6.1.a	Finds a symmetrical shape in the classroom and says why it is symmetrical.
MA.1.1.1.a	Counts out a certain number of objects in more than one way (e.g., puts 55 beads into groups of 5 and skip counts by 5).
MA.1.3.1.a	States memorized single-digit addition facts.
MA.1.4.2.a	Counts the value of a pile of like coins (e.g., skip counts by fives to determine the value of 6 nickels as 30 cents).
MA.1.4.4.a	Identifies the appropriate tool to measure an object (e.g., chooses the picture of a scale when asked what he or she could use to weigh a watermelon).
MA.1.4.1.a	Reports how many of the same unit (standard or non-standard) it takes to span the length of an object.
MA.1.8.1.a	Gives a set of directions to get from one location to another in the classroom.
MA.1.1.2.a	Names the fraction that matches a picture that represents the fraction.

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

Alignment ID   Alignment Text

MA.1.4.3.a   States the time on an analog clock and on a digital clock when it displays a time to the half-hour or quarter-hour.

0545200709   Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
MA.2.1.2.a	Compares numbers to determine which number is greater in a pair.
MA.2.9.3.a	Explains the difference between repeating and growing patterns and creates the two types of patterns to support the explanation
MA.2.9.1.a	Identifies and states how much is added on from one term to the next, then follows that rule and states what comes next.
MA.2.3.1.a	Writes out the fact family for an addition sentence (e.g., 6 + 7 = 13, 7 + 6 = 13, 13 – 7 = 6, 13 – 6 = 7).
MA.2.2.2.a	Represents multiplication by arranging equal groups of objects and determining the total number of objects (e.g., shows 3 x 5 as three groups of 5 blocks and skip counts by 5 to arrive at the answer of 15).
MA.2.2.3.a	Uses block to represent the dividend and separates the blocks into equal number of groups according to the divisor (e.g., For the expression 24 ÷ 6, separates 24 blocks into six equal groups).
MA.2.5.1.a	Sorts pattern blocks or attribute blocks into separate groups and describes the attribute shared by each group's shapes.
MA.2.2.1.a	Looks at a picture that depicts addition (or subtraction) and writes a number sentence to represent the situation.
MA.2.10.1.a	Looks at a number sentence, such as 5 – 1 = 4, and makes up a story problem to go with it (e.g., "Tim had 5 frogs. One hopped away. How many frogs are left?").

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

Alignment ID	Alignment Text
MA.2.4.4.a	States the time to the minute on an analog clock and on a digital clock; draws the hour and minute hands on a blank clock face for a given time.
MA.2.4.1.a	Measures the length of his or her shoe to the nearest inch.
MA.2.4.2.a	Matches the measuring attribute to the appropriate unit (e.g., length – inch, area – feet squared, capacity – cups, weight – pound).
MA.2.4.6.a	Finds objects around the classroom that are close to an inch, centimeter, foot, yard, and meter and lists other objects outside the classroom that might also serve as stand-ins.
MA.2.11.1.a	Collects data to answer a specific question (e.g., "What color socks is everyone in my class wearing?") and makes a bar graph to display the responses.
MA.2.12.1.a	Makes interpretations about data based on the heights of the bars (e.g., explains that more people like bananas because that bar is the tallest).
MA.2.1.3.a	Draws a picture or makes a model to show what a given fraction, such as 3/4, looks like.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
MA.3.12.1.a	Reads displays of data and answers questions about the data (e.g., "Which group has more? Do you agree with most of your friends?").
MA.3.3.1.a	States the single-digit multiplication facts.
MA.3.2.2.a	Selects and demonstrates an appropriate strategy to represent multiplication (or division) and determine the answer.
MA.3.1.3.a	Represents fractions with fraction strips or tile to show which fraction is greater than the other.
MA.3.1.4.a	Models the information in a problem with drawings or manipulative, then solves the problem.
MA.3.4.3.a	Uses standard tools to measure length, capacity, and weight and compares his or her measurements to others to check for accuracy.
MA.3.4.5.a	Selects a tool to measure a desired attribute and explains why that tool was chosen over a different tool.
MA.3.10.2.a	Records data (e.g., the temperature taken at 1-hour intervals throughout the school day) and describes how the data changes in numbers and words (e.g., it is 6° hotter at the end of the school day than at the beginning).

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
MA.4.1.1.a	Identifies the value of a digit in a number (e.g., identifies the value of each of the 7's in the number 7,370,892.871).
MA.4.9.1.a	Describes how the pattern changes from one term to the next, states a general rule for the pattern, and extends the pattern by giving the next three terms.
MA.4.8.1.a	Plots points on a coordinate grid using a list of ordered pairs.
MA.4.11.1.a	Records outcomes from an experiment (e.g., rolling two number cubes) and organizes the data (e.g., the sum of the two number cubes) in a table and bar graph.
MA.4.3.3.a	Shows how to add (or subtract) fractions using one strategy (e.g., fraction strips), then shows how to add (or subtract) another set of fractions using a different strategy.
MA.4.2.1.a	Creates a situation that involves the addition (or subtraction) of a fraction (and/or decimal).
MA.4.3.4.a	Adds (or subtracts) decimals using appropriate strategy, and uses number sense to accurately place the decimal point in the answer).
MA.4.4.4.a	Covers each side of a box with inch- or centimeter-grid paper and determines the area of each face; fills the box with inch or centimeter cubes and determines the volume of the box.
MA.4.4.5.a	Applies a formula to determine the area and perimeter of a square (or rectangle) when its side lengths are given; determines the area of a square when its perimeter is given; determines the possible perimeters of a rectangle when its area is given.

0545200687   **Scholastic Success With Math: Grade 4**

Alignment ID	Alignment Text
MA.4.4.3.a	Sorts pictures of given angles into four categories: acute, obtuse, right, or straight.
MA.4.5.1.a	Identifies and justifies the class to which a two-dimensional shape belongs (e.g., puts a square and rhombus in group titled "equilateral quadrilateral").
MA.4.6.2.a	Makes a three dimensional clay model then "cuts" it along the plane of symmetry using a string or dental floss.
MA.4.7.1.a	Predict the three-dimensional figure that will result from folding a given two-dimensional net of the figure and uses characteristics of the net to justify the prediction.

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
MA.5.12.1.a	Determines the range and mode of a data set; determines the median of a data set with an odd number of data and with an even number of data; calculates the mean using the add-and-divide method when appropriate; and determines the mean using the "leveling off" or "equal distribution" method when appropriate (e.g., for the data set {94, 95, 95, 95, 96} the student notices that the mean is 95 because when 1 is taken away from 96 and added to the 94, all the values become 95).
MA.5.3.2.a	Shows how to multiply (or divide) fractions using one strategy, then shows how to multiply (or divide) using a different strategy.
MA.5.1.2.a	Converts among number forms (e.g., percents, decimals, fraction, ratio, whole number) to make solving problems easier.
MA.5.14.1.a	Represents the probability of an event occurring as a fraction or decimal from 0 to 1, or a percent from 0% to 100%.
MA.5.2.2.a	Creates a situation that involves the multiplication (or division) of decimals (or fractions).
MA.5.3.1.a	Multiplies (or divides) decimals using appropriate strategy, and uses number sense to know that the placement of the decimal point in the answer is correct.
MA.5.4.6.a	Uses the given dimensions of each face of a rectangular sold to calculate its surface and volume; determines the possible dimensions of a rectangular solid when its volume is given; determines the possible volume of a rectangular solid when its surface area is given.
MA.5.4.2.a	Selects an appropriate tool (e.g., protractor, angle ruler) to measure an angle, and explains why the tool was chosen as opposed to some other tool.

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

Alignment ID	Alignment Text
MA.5.4.4.a	Uses benchmark angles (e.g., 90° angle, 45° angle) to estimate the measure of a given angle, then uses a protractor (or angle ruler) to measure the angle.
MA.5.5.2.a	Finds the measure of the unknown angle of a triangle when two of the angle measures are known.
MA.5.4.1.a	Uses equivalent units to make conversions (e.g., 7 days = 1 week: multiply by 7 to convert weeks to days and divide by 7 to convert days to weeks).
MA.5.4.5.a	Applies a formula to determine the area and perimeter of a triangle (or parallelogram or trapezoid) when its base, height, and side lengths are given; determines the height of a parallelogram (or triangle) when its area and base length are given; determines the possible dimensions of a triangle (or parallelogram or trapezoid) when its area is known.
MA.5.9.1.a	Analyzes the data in a table and makes predictions based on the trend revealed by the data.
MA.5.11.1.a	Collects data that can be appropriately represented in a circle graph, converts data into points or percentages, and designs the circle graph with appropriately sized sections.
MA.5.12.2.a	Uses two different representations to display the same data, explains what both representations reveal about the data, and explains how one of the representations is more helpful in understanding the data than the other.
MA.5.1.1.a	Colors a portion of a 10 x 10 square grid to represent percent (e.g., 20% would have 20 of the 100 squares colored) or draws pictures that models a given percent.
MA.5.8.1.a	Subtracts the x or y values of points along horizontal and vertical lines of a coordinate system to find the distance (e.g., if two points have ordered pairs [2, 7] and [2, 1] they line up horizontally and he or she subtracts the y values to determine the points are 6 units apart).

Success With Workbooks State Standards

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
MA.3.1.2.a	Categorizes a number as odd or even and uses a drawing or model to justify the decision (e.g., counting out that many objects and seeing if they can be separated into two even groups, or by looking at the ones place and saying if it can be divided by two)
MA.3.1.3.a	Represents fractions with fraction strips or tile to show which fraction is greater than the other.
MA.3.1.4.a	Models the information in a problem with drawings or manipulative, then solves the problem.
MA.3.2.1.a	Writes a number sentence to represent a multiplication situation (e.g., "Sue had three boxes. She placed 4 toy cars in each of the boxes. How many toy cars did she have altogether? [4 + 4 + 4 = 12 or 4 x 3 =12]").
MA.3.9.1.a	Creates a growing numeric pattern (e.g., 2, 4, 6, 8) and explains the rule that is used to generate and continue the pattern
MA.3.9.3.a	Circles a row, column, or series of numbers on a hundreds chart and describes the pattern.
MA.3.10.1.a	Reads a story/problem that involves multiplication (or division), represents the situation with a picture or model, writes a number sentence for the picture or model, and states the solution to the problem.
MA.3.4.1.a	Explains the difference between how area and volume are measured and describes the units that are used for each.
MA.3.4.2.a	Lays tiles on top of a figure then counts how many tiles it took to cover the figure; fills an object with cubes then counts how many cubes it took to fill the object.

Success With Workbooks State Standards

0545200660   **Scholastic Success With Math Tests: Grade 3**

Alignment ID	Alignment Text
MA.3.4.3.a	Uses standard tools to measure length, capacity, and weight and compares his or her measurements to others to check for accuracy.
MA.3.4.5.a	Selects a tool to measure a desired attribute and explains why that tool was chosen over a different tool.
MA.3.4.6.a	Measures each side of the shape and totals the lengths to determine the perimeter (or traces a length of string along the perimeter of the shape); traces the shape onto grid paper and counts the square units to determine the area.
MA.3.6.2.a	Identifies and uses the part of the shape/design that, when flipped, slid, or turned, forms the rest of the shape.
MA.3.12.1.a	Reads displays of data and answers questions about the data (e.g., "Which group has more? Do you agree with most of your friends?").
MA.3.2.2.a	Selects and demonstrates an appropriate strategy to represent multiplication (or division) and determine the answer.

0545200652   Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
MA.4.1.2.a	Lists all the factors of a number and identifies that number as prime or composite; lists the first ten multiples of a given number.
MA.4.2.2.a	Manipulates number sentences using the distributive property, associate property, and commutative property to make it easier to perform calculation with whole numbers (e.g., notices that 27 x 8 can be represented as [20 + 7] x 8 which equals [20 x 8] + [7 x 8]).
MA.4.9.1.a	Describes how the pattern changes from one term to the next, states a general rule for the pattern, and extends the pattern by giving the next three terms.
MA.4.10.1.a	Places a symbol (e.g., a box or a star) in a numeric sentence in place of an unknown quantity (e.g., 71 + __ = 91) and shows how he or she determined the unknown quantity.
MA.4.10.2.a	Shows a representation of the associative property (or commutative or distributive property) using shapes.
MA.4.4.4.a	Covers each side of a box with inch- or centimeter-grid paper and determines the area of each face; fills the box with inch or centimeter cubes and determines the volume of the box.
MA.4.4.5.a	Applies a formula to determine the area and perimeter of a square (or rectangle) when its side lengths are given; determines the area of a square when its perimeter is given; determines the possible perimeters of a rectangle when its area is given.
MA.4.5.1.a	Identifies and justifies the class to which a two-dimensional shape belongs (e.g., puts a square and rhombus in group titled "equilateral quadrilateral").

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

Alignment ID	Alignment Text
MA.4.5.2.a	Describes and illustrates the difference between parallel, perpendicular, and intersecting lines.
MA.4.6.2.a	Makes a three dimensional clay model then "cuts" it along the plane of symmetry using a string or dental floss.
MA.4.7.1.a	Predict the three-dimensional figure that will result from folding a given two-dimensional net of the figure and uses characteristics of the net to justify the prediction.
MA.4.11.1.a	Records outcomes from an experiment (e.g., rolling two number cubes) and organizes the data (e.g., the sum of the two number cubes) in a table and bar graph.
MA.4.2.1.a	Creates a situation that involves the addition (or subtraction) of a fraction (and/or decimal).
MA.4.3.3.a	Shows how to add (or subtract) fractions using one strategy (e.g., fraction strips), then shows how to add (or subtract) another set of fractions using a different strategy.
MA.4.3.4.a	Adds (or subtracts) decimals using appropriate strategy, and uses number sense to accurately place the decimal point in the answer).
MA.4.8.1.a	Plots points on a coordinate grid using a list of ordered pairs.

0545200644   Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
MA.5.1.2.a	Converts among number forms (e.g., percents, decimals, fraction, ratio, whole number) to make solving problems easier.
MA.5.1.3.a	Indicates which fraction is larger (e.g., 5/8 or 2/3) and shows or explains the means of comparison.
MA.5.4.1.a	Uses equivalent units to make conversions (e.g., 7 days = 1 week: multiply by 7 to convert weeks to days and divide by 7 to convert days to weeks).
MA.5.4.2.a	Selects an appropriate tool (e.g., protractor, angle ruler) to measure an angle, and explains why the tool was chosen as opposed to some other tool.
MA.5.4.4.a	Uses benchmark angles (e.g., 90° angle, 45° angle) to estimate the measure of a given angle, then uses a protractor (or angle ruler) to measure the angle.
MA.5.4.5.a	Applies a formula to determine the area and perimeter of a triangle (or parallelogram or trapezoid) when its base, height, and side lengths are given; determines the height of a parallelogram (or triangle) when its area and base length are given; determines the possible dimensions of a triangle (or parallelogram or trapezoid) when its area is known.
MA.5.4.6.a	Uses the given dimensions of each face of a rectangular sold to calculate its surface and volume; determines the possible dimensions of a rectangular solid when its volume is given; determines the possible volume of a rectangular solid when its surface area is given.
MA.5.5.1.a	Sorts three-dimensional figures into separate groups and describes the properties shared by each group's shapes.

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

Alignment ID	Alignment Text
MA.5.6.2.a	Finds a three-dimensional object that has rotational symmetry and sticks a bamboo skewer through the object to represent the rotational axis.
MA.5.11.1.a	Collects data that can be appropriately represented in a circle graph, converts data into points or percentages, and designs the circle graph with appropriately sized sections.
MA.5.12.2.a	Uses two different representations to display the same data, explains what both representations reveal about the data, and explains how one of the representations is more helpful in understanding the data than the other.
MA.5.1.1.a	Colors a portion of a 10 x 10 square grid to represent percent (e.g., 20% would have 20 of the 100 squares colored) or draws pictures that models a given percent.
MA.5.2.2.a	Creates a situation that involves the multiplication (or division) of decimals (or fractions).
MA.5.3.1.a	Multiplies (or divides) decimals using appropriate strategy, and uses number sense to know that the placement of the decimal point in the answer is correct.
MA.5.3.2.a	Shows how to multiply (or divide) fractions using one strategy, then shows how to multiply (or divide) using a different strategy.
MA.5.8.1.a	Subtracts the x or y values of points along horizontal and vertical lines of a coordinate system to find the distance (e.g., if two points have ordered pairs [2, 7] and [2, 1] they line up horizontally and he or she subtracts the y values to determine the points are 6 units apart).

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

Alignment ID	Alignment Text
MA.5.12.1.a	Determines the range and mode of a data set; determines the median of a data set with an odd number of data and with an even number of data; calculates the mean using the add-and-divide method when appropriate; and determines the mean using the "leveling off" or "equal distribution" method when appropriate (e.g., for the data set {94, 95, 95, 95, 96} the student notices that the mean is 95 because when 1 is taken away from 96 and added to the 94, all the values become 95).

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
MA.6.1.1.a	Finds the approximate location of a fraction, decimal, and percent on a number line.
MA.6.2.2.a	Decomposes (using the distributive property) and rearranges (using the commutative and/or associate properties) the numbers in order to put "friendly" numbers together to make it easier to perform the computations.
MA.6.9.1.a	Expresses the rule for a numerical pattern in words and symbols.
MA.6.4.1.a	Traces a circle onto centimeter grid paper and counts the squares and partial squares to estimate its area; places string along the circumference and measures it determine the circumference.
MA.6.5.1.a	Compares the ratio of side lengths to area of a variety of similar shapes (e.g., determines the ratio of the areas of two similar rectangles whose lengths have a 2:1 ratio).
MA.6.6.1.a	Sorts shapes into separate groups based on line and/or rotational symmetry and describes the properties shared by each group's shapes.
MA.6.7.2.a	Draws a shape from specific instructions (e.g., draws a quadrilateral that has two pairs of parallel sides).
MA.6.8.1.a	Predicts the shape that will form from a set of given coordinates and use the coordinates to justify the prediction.
MA.6.8.2.a	Determines and justifies the coordinates of a vertex of a shape (e.g., parallelogram) when all but one of the vertices is given.

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Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
MA.6.12.1.a	Determines the mean, median, and mode of a data set, compares these measures, and explains what the measures say about the data (e.g., when the mean, median and mode are the same, the student recognizes that the data is symmetrically distributed; when the mean is significantly greater than the median, the student recognizes that data is skewed toward the high end).
MA.6.12.2.a	Uses the shape of the data in a stem-and-leaf plot to describe the data, and determines the mean, median, and mode and uses these measures to describe the data.

Success With Workbooks State Standards

0545201039   Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
LA.3.1.6.a	Finds needed information or answers a question using reference materials and text structures (e.g., book, dictionary, thesaurus, table of contents, glossary).
LA.3.2.1.a	Explains how a story is often told chronologically and must be read from beginning to end while a nonfiction book about the same subject contains information that may be accessed randomly using the table of contents or index.
LA.3.2.3.a	Identifies important ideas with supporting details or problem and solution (e.g., in class discussions, reading logs, notes, graphic organizers, other activities).
LA.3.3.1.a	Describes how the main ideas or events in a text are connected to the message or theme.
LA.3.1.3.a	Recognizes new or unknown words encountered in reading, defines them, and uses them correctly in oral or written activities.

Success With Workbooks State Standards

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
LA.4.3.2.a	Identifies a theme in one text and explains how this theme is worked out in another text or genre.
LA.4.6.4.a	Listens critically to others' messages and differentiates which statements are facts and supporting evidence and which statements are the opinions of the speaker.
LA.4.2.4.a	Differentiates which key points are facts and which ones are opinions; identifies an effect and links it to a cause.
LA.4.2.5.a	Tells or writes the main points after reading. Recognizes why these are the key ideas, that is, distinguishes them from the supporting details.
LA.4.1.1.a	Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
LA.5.3.1.a	States the message or theme. Lists details from the text that contribute to the message or theme.
LA.5.3.7.a	Makes text-to-self/life connections by comparing characters and themes in texts to personal experiences (e.g., how experiences in own life help connect with the plot or character, why the text is of personal interest, how a theme relates to issues in real life, how information in the text fits with prior knowledge) through Venn diagrams, compare-contrast paragraphs, or other class activities.
LA.5.1.1.a	Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.
LA.5.4.4.a	Uses dictionaries, conferring with peers, lists, word parts, word recognition strategies, or spelling rules to check the spelling of unfamiliar words.
LA.5.5.5.a	Notes areas of confusion and vague vocabulary during revision and searches for more precise words to express self by using a thesaurus and/or conferring with others.
LA.5.7.3.a	Uses precise and accurate vocabulary, vivid descriptions, and appealing language when appropriate to best communicate ideas and be understood when speaking for a variety of purposes.
LA.5.2.2.a	Knows that information and ideas are not always explicitly stated but must be inferred from the information provided. Moves from a fact or group of facts (e.g., door was found ajar, items were scattered, briefcase was missing) to an inference or conclusion (e.g., the office had been burglarized).
LA.5.2.3.a	Points to part of text containing explicit information. Recognizes that some information in the text is implied by the author or inferred by the reader and differentiates this implied information from explicit information.

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

Alignment ID	Alignment Text
LA.5.3.5.a	Describes how word choice or imagery is used in the text (e.g., there are repeated descriptions of the farm where the boy's grandfather lived before moving in with his daughter's family; the adjectives describe the simple things of daily life: the smell of hot loaves of bread, the crispness of sheets dried outside in the sun, the taste of a blade of grass clenched between teeth). Tells how this contributes to overall quality (e.g., the boy—and the reader—begin to appreciate why it is so hard for the grandfather to adjust to living in an apartment).
LA.5.4.1.a	Writes narratives that include all major components; poems that use figurative language to convey a theme or impression; reports organized around a question and incorporating research; responses to literature; functional pieces like forms; notes summarizing a lesson, meeting, or research; reflections to record what has been learned and to trace thinking.

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
LA.6.1.1.a	Increases working grade-appropriate vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.
LA.6.2.3.a	Makes inferences and forms an opinion based on information from a text (e.g., Japan was unprepared for a long war; salinity affects freezing point).

0545201071   Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
LA.1.5.2.a	Adds descriptive words and sensory details to develop a chosen topic in a variety of written assignments (e.g., short paragraph, picture with words, greeting card).
LA.1.5.4.a	Uses adjectives (e.g., big, tired, red) and prepositional phrases (e.g., in a blue shirt, from Pearl City, on the white board) to describe nouns.
LA.1.4.6.1	periods as end marks
LA.1.4.6.a	Identifies complete sentences and inserts periods at the end.
LA.1.4.2.a	Writes statements that express complete thoughts; includes a subject, verb, and, if appropriate, a complement.
LA.1.1.3.a	Recognizes capital letters at the beginning of sentences and pauses when encountering end punctuation in oral reading.
LA.1.4.3.a	Writes in word strings, simple sentence patterns, and multiple sentences with correct spacing, capital letters, and end punctuation (e.g., period, question mark, and exclamation point).
LA.1.4.5.1	The pronoun I and proper names
LA.1.4.5.a	Writes names and the pronoun "I" using capital letters in multiple contexts (e.g., to label work with a name, to write phrases and sentences).

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
LA.2.4.4.1	proper nouns
LA.2.4.4.3	days of the week
LA.2.4.4.4	months of the year
LA.2.4.2.2	declarative, interrogative, and exclamatory sentences
LA.2.4.4.2	words at the beginning of sentences
LA.2.4.4.a	Uses correct capitalization for proper nouns (e.g., Hawaii), words at the beginning of a sentence, days of the week, and months of the year.
LA.2.4.5.2	question marks and exclamation points
LA.2.4.2.3	plural forms of regular nouns
LA.2.4.2.4	adjectives
LA.2.4.2.a	Rearranges words in a sentence if they are not in the right order; writes sentences that state, question, and express; adds s to nouns to make them plural; and uses adjectives to describe nouns.
LA.2.5.4.a	Uses nouns and adjectives that may stretch beyond spelling capabilities because these words capture what he/she wants to say.

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

Alignment ID	Alignment Text
LA.2.1.2.a	Recognizes structural clues (e.g., two familiar words combined into one, apostrophe in place of a missing letter or before an s at the end of a noun) encountered while reading and uses them to decode compound words, contractions, possessives, and inflectional endings of words.
LA.2.4.5.1	apostrophes in common contractions, including don't, isn't, and can't
LA.2.4.5.a	Inserts an apostrophe in place of a deleted letter(s) to form contractions and ends questions with a question mark and strongly expressed statements with an exclamation point.
LA.2.4.2.1	correct word order when constructing complete sentences

0545201055   **Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
LA.3.4.2.1	imperative sentences
LA.3.4.5.1	geographical names
LA.3.4.5.2	special events
LA.3.4.5.3	titles and initials of people
LA.3.4.5.a	Capitalizes geographical names (e.g., Diamond Head, Pacific Ocean), special events (e.g., May Day, Ironman Triathlon), and titles and initials of people (e.g., Mrs. Jane K. Doe).
LA.3.4.2.4	plural forms of irregular nouns
LA.3.4.2.3	subject-verb agreement with single-word subject
LA.3.5.5.a	Writes with varied level of detail and structure (e.g., compound subjects, questions interspersed with statements, quoted or constructed dialogue) to enhance meaning and explain ideas.
LA.3.4.4.1	commas in letters, dates, addresses, and items in a simple series
LA.3.4.4.2	apostrophes in contractions and singular possessives
LA.3.4.4.3	quotation marks and commas or end marks in direct quotations and dialogue

0545201055   **Scholastic Success With Grammar: Grade 3**

Alignment ID	Alignment Text
LA.3.4.4.a	Inserts commas correctly in letters, dates, addresses, and items in a simple series; replaces a deleted letter(s) with an apostrophe in a contraction; forms singular possessives by adding an apostrophe and s; sets off quotations with quotation marks and ends them appropriately with a comma or end mark.
LA.3.4.2.2	past, present, and future verb tenses
LA.3.4.2.a	Writes sentences that issue commands or requests, uses the three basic verb tenses appropriately, adjusts the verb to match the subject, forms plurals of irregular nouns by memorizing them rather than by adding s, and uses adverbs to modify adjectives and other adverbs.

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0545201047   Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
LA.4.4.2.1	compound sentences
LA.4.5.4.a	Writes both simple and compound sentences to aid the reader in understanding the intended message.
LA.4.4.5.1	first and important words in a title
LA.4.4.5.2	historical periods
LA.4.4.5.3	special events
LA.4.4.5.a	Capitalizes the first and all important words in a title, historical periods, and special events.
LA.4.4.4.2	apostrophes in contractions with pronouns
LA.4.4.2.5	plural possessives
LA.4.4.2.3	forms of common irregular nouns and verbs
LA.4.4.2.4	subject-verb agreement with compound subjects
LA.4.4.2.a	Constructs compound sentences; incorporates dialogue in his/her writing; correctly uses common irregular nouns and verbs; changes verb ending as appropriate to match compound subject; adds an apostrophe or an apostrophe and s to plural nouns to form the possessive; uses transitional words to help the reader move through a piece of writing.

0545201047   **Scholastic Success With Grammar: Grade 4**

Alignment ID	Alignment Text
LA.4.4.4.3	underlining/italics or quotation marks, as appropriate, to indicate titles
LA.4.4.4.a	Inserts commas in multi-word items in a series, to separate the parts of a compound sentence, and to set off introductory phrases; replaces a letter with an apostrophe to form contractions with pronouns; underlines or, if word processing, italicizes the titles of major works and puts quotation marks around the titles of minor works.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
LA.5.4.3.a	Recognizes run-on sentences and rewrites them as two or more separate sentences; recognizes fragments and adds what is necessary to make them into complete sentences.
LA.5.4.2.1	complex sentences
LA.5.4.2.3	noun-pronoun agreement with intervening words or phrases
LA.5.4.2.a	Constructs complex sentences; varies sentence structure by interspersing phrases and clauses; selects pronouns that agree with their antecedents in gender, number, and case; uses appositives and relative clauses to describe people, events, and other nouns.
LA.5.4.5.2	commas with relative clauses
LA.5.4.5.3	commas with appositives, if needed
LA.5.4.5.a	Encloses additional but not essential information in parentheses; sets off relative clauses and appositives with commas, if needed.

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

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
MA.4.2.1.a	Creates a situation that involves the addition (or subtraction) of a fraction (and/or decimal).
MA.4.3.4.a	Adds (or subtracts) decimals using appropriate strategy, and uses number sense to accurately place the decimal point in the answer).
MA.4.3.1.a	Writes out the fact family for a multiplication sentence (e.g., 8 x 12 = 96, 12 x 8 = 96, 96 ÷ 8 = 12, 96 ÷ 12 = 8).

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
MA.5.2.1.a	Solves a multiplication problem involving a missing factor (e.g., 8 x ___ = 89) by using division; solves an addition problem involving a missing addend (e.g., 45 + ___ = 67) by using subtraction.
MA.5.2.2.a	Creates a situation that involves the multiplication (or division) of decimals (or fractions).
MA.5.3.1.a	Multiplies (or divides) decimals using appropriate strategy, and uses number sense to know that the placement of the decimal point in the answer is correct.

0545200989   **Scholastic Success With Addition & Subtraction: Grade 1**

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
MA.1.3.1.a	States memorized single-digit addition facts.
MA.1.1.3.a	Represents a two-digit number (e.g., 67) with different configurations of tens and ones units.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
MA.2.3.1.a	Writes out the fact family for an addition sentence (e.g., 6 + 7 = 13, 7 + 6 = 13, 13 − 7 = 6, 13 − 6 = 7).
MA.2.1.1.a	Represents a three-digit number (e.g., 416) with different configurations of hundreds, tens, and ones units.

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
LA.4.4.6.a	Writes in print or cursive so that writing can be read; writes with sufficient ease that he or she can keep up with the pace required.

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

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
MA.5.14.1.a	Represents the probability of an event occurring as a fraction or decimal from 0 to 1, or a percent from 0% to 100%.
MA.5.1.3.a	Indicates which fraction is larger (e.g., 5/8 or 2/3) and shows or explains the means of comparison.
MA.5.3.2.a	Shows how to multiply (or divide) fractions using one strategy, then shows how to multiply (or divide) using a different strategy.
MA.5.1.2.a	Converts among number forms (e.g., percents, decimals, fraction, ratio, whole number) to make solving problems easier.
MA.5.2.2.a	Creates a situation that involves the multiplication (or division) of decimals (or fractions).
MA.5.3.1.a	Multiplies (or divides) decimals using appropriate strategy, and uses number sense to know that the placement of the decimal point in the answer is correct.

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Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
MA.4.3.3.a	Shows how to add (or subtract) fractions using one strategy (e.g., fraction strips), then shows how to add (or subtract) another set of fractions using a different strategy.
MA.4.2.1.a	Creates a situation that involves the addition (or subtraction) of a fraction (and/or decimal).

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0545200873   **Scholastic Success With Multiplication & Division: Grade 3**

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
MA.3.3.1.a	States the single-digit multiplication facts.
MA.3.4.2.a	Lays tiles on top of a figure then counts how many tiles it took to cover the figure; fills an object with cubes then counts how many cubes it took to fill the object.
MA.3.4.6.a	Measures each side of the shape and totals the lengths to determine the perimeter (or traces a length of string along the perimeter of the shape); traces the shape onto grid paper and counts the square units to determine the area.
MA.3.2.3.a	Writes down all the related multiplication and division problem starting with a given problem (e.g., 7 x 8 = 56, 8 x 7 = 56, 56 ÷ 8 = 7, 56 ÷ 7 = 8).
MA.3.2.2.a	Selects and demonstrates an appropriate strategy to represent multiplication (or division) and determine the answer.

Success With Workbooks State Standards

0545200865   Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
MA.3.2.1.a	Writes a number sentence to represent a multiplication situation (e.g., "Sue had three boxes. She placed 4 toy cars in each of the boxes. How many toy cars did she have altogether? [4 + 4 + 4 = 12 or 4 x 3 =12]").
MA.3.2.3.a	Writes down all the related multiplication and division problem starting with a given problem (e.g., 7 x 8 = 56, 8 x 7 = 56, 56 ÷ 8 = 7, 56 ÷ 7 = 8).
MA.4.1.2.a	Lists all the factors of a number and identifies that number as prime or composite; lists the first ten multiples of a given number.
MA.4.2.3.a	Uses the properties of zero and one to make quick mental calculations in his or her head then states the answer.
MA.4.3.1.a	Writes out the fact family for a multiplication sentence (e.g., 8 x 12 = 96, 12 x 8 = 96, 96 ÷ 8 = 12, 96 ÷ 12 = 8).
MA.3.3.1.a	States the single-digit multiplication facts.

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0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
MA.K.5.1.a	Names the shapes in pictures (e.g., circles, rectangles, squares, triangles).
MA.K.9.1.a	Copies a pattern (e.g., clap, clap, stomp pattern) that the teacher begins.
MA.K.1.1.a	Counts the number of objects in one group and the number of objects in a second group and indicates which group has more.

0545200849   **Scholastic Success With Reading Comprehension: Grade 1**

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
LA.1.2.4.a	Retells previously read material.
LA.1.6.3.a	Gives one- to three-step directions and follows simple instructions to complete a task or procedure (e.g., following a recipe, completing homework).
LA.1.1.11.a	Selects words, with or without pictures, that belong to grade-level appropriate categories (e.g., beginning letter, ending letter, letter sound) and concepts (e.g., plants, animals, food, toys).
LA.1.2.1.a	Identifies words and illustration on title page and wonders aloud about contents of book; confirms and explains connection between title page and contents after reading.
LA.1.2.2.a	Previews illustrations and key words (e.g., title, signpost words, chapter or section headings) to make written or verbal predictions before reading; stops during and after reading to confirm and make comments about the accuracy of the predictions.
LA.1.1.9.a	Uses context and previous knowledge to name words not previously encountered.

0545200830　　　**Scholastic Success With Reading Comprehension: Grade 2**

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
LA.2.4.3.a	Uses a variety of spelling strategies to spell grade-appropriate words (e.g., circles misspelled words and comes back to them; stretches out a word slowly and listens for all the sounds; uses context clues, spelling rules, and a dictionary).
LA.2.2.1.a	Uses titles, table of contents, and chapter headings independently to find specific information in texts (e.g., to answer questions, make predictions, review content).
LA.2.2.2.a	Makes initial predictions about the content of a text, stops throughout the text to confirm or modify the accuracy of the predictions, and makes new predictions or comments related to them.
LA.2.3.3.a	Names distinguishing features and characteristics of familiar genres (e.g., purpose [to entertain or to inform], format [prose, poetry], type [fiction, nonfiction]).

0545200822   Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
LA.3.3.1.a	Describes how the main ideas or events in a text are connected to the message or theme.
LA.3.2.3.a	Identifies important ideas with supporting details or problem and solution (e.g., in class discussions, reading logs, notes, graphic organizers, other activities).
LA.3.1.3.a	Recognizes new or unknown words encountered in reading, defines them, and uses them correctly in oral or written activities.
LA.3.4.7.a	Classifies which information in an oral or written report is original and which came from an outside source.
LA.3.2.2.a	Confirms or revises initial prediction after reading a portion of text and discovering that new information validates or discredits the prediction.

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0545200814   **Scholastic Success With Reading Comprehension: Grade 4**

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
LA.4.3.1.a	Identifies the major problem or primary conflict and describes how the problem or conflict is worked out.
LA.4.2.2.a	Recognizes simple structural patterns (e.g., chronological or sequential, cause and effect) and uses knowledge of the pattern to predict and anticipate and find information in the process of reading.
LA.4.2.5.a	Tells or writes the main points after reading. Recognizes why these are the key ideas, that is, distinguishes them from the supporting details.
LA.4.6.3.a	Recalls oral messages by creating mental pictures while listening and later summarizing the main ideas in own words orally or in writing.
LA.4.2.4.a	Differentiates which key points are facts and which ones are opinions; identifies an effect and links it to a cause.
LA.4.6.4.a	Listens critically to others' messages and differentiates which statements are facts and supporting evidence and which statements are the opinions of the speaker.

0545200806   **Scholastic Success With Reading Comprehension: Grade 5**

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
LA.5.2.1.a	Recognizes compare and contrast and proposition and support as ways of organizing information. Uses knowledge of these patterns to anticipate and locate the kind of information contained in a text as well as the signals like transition words and formatting that can provide clues to the reader.
LA.5.2.2.a	Knows that information and ideas are not always explicitly stated but must be inferred from the information provided. Moves from a fact or group of facts (e.g., door was found ajar, items were scattered, briefcase was missing) to an inference or conclusion (e.g., the office had been burglarized).
LA.5.3.3.a	Describes why a specific character changes and lists the events or people that might have caused the changes.

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0545200792   **Scholastic Success With Writing: Grade 1**

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
LA.1.4.5.1	The pronoun I and proper names
LA.1.1.3.a	Recognizes capital letters at the beginning of sentences and pauses when encountering end punctuation in oral reading.
LA.1.4.3.a	Writes in word strings, simple sentence patterns, and multiple sentences with correct spacing, capital letters, and end punctuation (e.g., period, question mark, and exclamation point).
LA.1.4.6.1	periods as end marks
LA.1.4.2.a	Writes statements that express complete thoughts; includes a subject, verb, and, if appropriate, a complement.
LA.1.4.6.a	Identifies complete sentences and inserts periods at the end.
LA.1.7.4.a	Forms complete sentences to clearly communicate ideas and feelings in a variety of speaking situations.
LA.1.4.1.1	descriptions about familiar people, places, events, or experiences
LA.1.5.4.a	Uses adjectives (e.g., big, tired, red) and prepositional phrases (e.g., in a blue shirt, from Pearl City, on the white board) to describe nouns.
LA.1.1.15.a	Recognizes the type of information a title page, book jacket, and table of contents offer and uses this knowledge to pick books to read and locate specific books.

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0545200792   **Scholastic Success With Writing: Grade 1**

Alignment ID   Alignment Text

LA.1.2.2.a   Previews illustrations and key words (e.g., title, signpost words, chapter or section headings) to make written or verbal predictions before reading; stops during and after reading to confirm and make comments about the accuracy of the predictions.

LA.1.5.3.a   Organizes writing (e.g., use of a title represents early form of a beginning, more than one detail or event is put in order, use of "the end" represents early form of a conclusion).

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0545200784   Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
LA.2.4.4.1	proper nouns
LA.2.4.4.2	words at the beginning of sentences
LA.2.4.4.a	Uses correct capitalization for proper nouns (e.g., Hawaii), words at the beginning of a sentence, days of the week, and months of the year.
LA.2.4.2.2	declarative, interrogative, and exclamatory sentences
LA.2.4.2.4	adjectives
LA.2.4.2.a	Rearranges words in a sentence if they are not in the right order; writes sentences that state, question, and express; adds s to nouns to make them plural; and uses adjectives to describe nouns.
LA.2.5.4.a	Uses nouns and adjectives that may stretch beyond spelling capabilities because these words capture what he/she wants to say.
LA.2.4.2.1	correct word order when constructing complete sentences
LA.2.5.5.a	Rereads writing and adds or replaces phrases and parts of sentences to clarify meaning.
LA.2.4.1.1	brief narratives with logical sequencing and some detail
LA.2.4.1.a	Writes narratives that follow a sequence and include some detail and pieces that explain an event (e.g., reason for being tardy) or circumstance (e.g., cafeteria ran out of lunch).

Success With Workbooks State Standards

0545200784   **Scholastic Success With Writing: Grade 2**

Alignment ID	Alignment Text
LA.2.3.2.a	Identifies and shows understanding of main characters, major plot events, and time and place of story through various activities (e.g., discussion, art, writing, drama activities).
LA.2.4.5.2	question marks and exclamation points
LA.2.4.5.a	Inserts an apostrophe in place of a deleted letter(s) to form contractions and ends questions with a question mark and strongly expressed statements with an exclamation point.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
LA.3.5.4.a	Identifies the need for descriptive word choice and uses a thesaurus or other vocabulary skills to find the best word to express the intended meaning and create a picture in the reader's mind.
LA.3.4.4.1	commas in letters, dates, addresses, and items in a simple series
LA.3.4.4.2	apostrophes in contractions and singular possessives
LA.3.4.4.3	quotation marks and commas or end marks in direct quotations and dialogue
LA.3.4.4.a	Inserts commas correctly in letters, dates, addresses, and items in a simple series; replaces a deleted letter(s) with an apostrophe in a contraction; forms singular possessives by adding an apostrophe and s; sets off quotations with quotation marks and ends them appropriately with a comma or end mark.
LA.3.5.2.a	Starts writing with a lead, develops the main idea with relevant details, and concludes in a way that ties the writing together.
LA.3.5.3.a	Groups sentences about the same topic or the same aspect of a topic into a paragraph. Indicates paragraphs by indenting the first line or by skipping a line between paragraphs.
LA.3.5.5.a	Writes with varied level of detail and structure (e.g., compound subjects, questions interspersed with statements, quoted or constructed dialogue) to enhance meaning and explain ideas.
LA.3.4.1.4	friendly letters

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

Alignment ID   Alignment Text

LA.3.4.1.a   Writes stories that are complete and poems with details that address one or more of the five senses, short reports on topics from other content areas, functional pieces like completing forms or surveys, letters to peers and family, responses to literature, and reflections that chart what was learned and that trace thinking.

0545200768   Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
LA.4.4.5.1	first and important words in a title
LA.4.4.5.a	Capitalizes the first and all important words in a title, historical periods, and special events.
LA.4.4.2.1	compound sentences
LA.4.4.2.a	Constructs compound sentences; incorporates dialogue in his/her writing; correctly uses common irregular nouns and verbs; changes verb ending as appropriate to match compound subject; adds an apostrophe or an apostrophe and s to plural nouns to form the possessive; uses transitional words to help the reader move through a piece of writing.
LA.4.5.4.a	Writes both simple and compound sentences to aid the reader in understanding the intended message.
LA.4.4.4.1	commas in a series of multi-word items, in compound sentences, and after introductory phrases
LA.4.4.1.5	accounts based on personal experience that have a clear focus and supporting details
LA.4.5.1.a	Generates details, examples, or facts in drafting and/or adds them during revision to enhance and support the main idea and conveys all basic information that a reader not already familiar with the topic would want to know.
LA.4.5.2.a	Organizes related sentences into paragraphs and signals the move within and between paragraphs with transitional words and phrases.
LA.4.4.2.3	forms of common irregular nouns and verbs

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

Alignment ID	Alignment Text
LA.4.5.5.a	Projects the point of view of the individual writer through word choice and content (e.g., expresses what the writer truly thinks and feels, not what he/she thinks someone else wants to hear).
LA.4.3.4.a	Defines simile and metaphor. Identifies examples of these figures of speech in poems or other literary texts when participating in oral or written response activities. Describes the two persons or things being compared and the point of the comparison (e.g., the boy's bedroom is being compared to a pigpen, and the point of comparison is messiness).
LA.4.5.3.a	During revision, changes descriptions into similes and metaphors in order to improve clarity of expression.
LA.4.4.1.6	pieces to reflect on learning and to solve problems
LA.4.4.1.1	narratives that follow a plot and describe a setting and characters
LA.4.4.4.3	underlining/italics or quotation marks, as appropriate, to indicate titles
LA.4.4.4.a	Inserts commas in multi-word items in a series, to separate the parts of a compound sentence, and to set off introductory phrases; replaces a letter with an apostrophe to form contractions with pronouns; underlines or, if word processing, italicizes the titles of major works and puts quotation marks around the titles of minor works.
LA.4.4.1.3	responses to literature
LA.4.4.1.a	Writes narratives that indicate a setting and characters and follow a plot; poems that reveal an insight about the topic; reports that address a central question and incorporate summarized information from research; focused and detailed accounts about personal experiences; and reflections that chart what was learned or that trace thinking.

Success With Workbooks State Standards

054520075X　　　　**Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
LA.5.5.1.a	Includes information in writing that was obtained from peers (e.g., participation in writing circles, discussion groups, or work with a partner) or individual efforts (e.g., library research, internet search engines, interview, additional reading).
LA.5.4.2.3	noun-pronoun agreement with intervening words or phrases
LA.5.4.5.2	commas with relative clauses
LA.5.4.2.4	appositives
LA.5.4.2.2	introductory phrases and subordinate clauses
LA.5.4.2.a	Constructs complex sentences; varies sentence structure by interspersing phrases and clauses; selects pronouns that agree with their antecedents in gender, number, and case; uses appositives and relative clauses to describe people, events, and other nouns.
LA.5.4.5.a	Encloses additional but not essential information in parentheses; sets off relative clauses and appositives with commas, if needed.
LA.5.4.3.a	Recognizes run-on sentences and rewrites them as two or more separate sentences; recognizes fragments and adds what is necessary to make them into complete sentences.
LA.5.4.5.1	parentheses
LA.5.4.5.3	commas with appositives, if needed

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
LA.5.5.5.a	Notes areas of confusion and vague vocabulary during revision and searches for more precise words to express self by using a thesaurus and/or conferring with others.
LA.5.5.2.a	Includes attention-getters, vivid descriptions, or unusual facts gathered during drafting or added during revision.
LA.5.5.3.a	Writes with clear organization (e.g., main ideas and details, chronological) and with no unrelated parts.
LA.5.4.1.5	pieces related to completing tasks
LA.5.4.1.a	Writes narratives that include all major components; poems that use figurative language to convey a theme or impression; reports organized around a question and incorporating research; responses to literature; functional pieces like forms; notes summarizing a lesson, meeting, or research; reflections to record what has been learned and to trace thinking.
LA.5.4.1.4	responses to literature
LA.5.4.1.6	notes summarizing what they have read or heard
LA.5.3.7.a	Makes text-to-self/life connections by comparing characters and themes in texts to personal experiences (e.g., how experiences in own life help connect with the plot or character, why the text is of personal interest, how a theme relates to issues in real life, how information in the text fits with prior knowledge) through Venn diagrams, compare-contrast paragraphs, or other class activities.
LA.5.5.4.a	Organizes thoughts and ideas in writing by using transitional words, phrases, and devices to introduce a new idea, indicate a change in aspect, or signal an example or detail.

Success With Workbooks State Standards

054520075X   **Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
LA.5.7.1.a	Gathers facts, examples, and other support for the main ideas in the presentation by combining the best ideas from brainstorming prior knowledge on the topic, discussing the topic with peers, and/or researching and reading materials on the subject.
LA.5.7.3.a	Uses precise and accurate vocabulary, vivid descriptions, and appealing language when appropriate to best communicate ideas and be understood when speaking for a variety of purposes.
LA.5.5.6.a	Rereads writing looking for areas where the meaning is not clear; revises by combining, varying, or rearranging sentences.
LA.5.5.7.a	Uses words and phrases intended to capture the reader's attention (e.g., similes, metaphors, unusual descriptions), advance the writer's purpose, and reveal an individual who is committed to the topic and gaining confidence as a writer.

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
LA.4.4.6.a	Writes in print or cursive so that writing can be read; writes with sufficient ease that he or she can keep up with the pace required.

0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
LA.K.1.6.a	Reads aloud basic high-frequency words.