

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID	Alignment Text
0545200946	Scholastic Success With Alphabet
1.1.2	The student uses strategies to decode or comprehend meaning of words in text by Identifying all letters by name and most common sound; orally reading some high frequency sight words
1.3.2	The student writes and edits using conventions of Standard English by Writing and correcting formation of upper and lowercase letters
1.3.6	The student writes and edits using conventions of Standard English by Approximating legible handwriting (i.e., correct spacing, letter formation, and pencil grip)
3.66.3.a	Recites letters of the alphabet in home language
3.66.3.b	Knows that alphabet letters are a special category of symbols/pictures that can be individually named
3.66.3.c	Associates the names of letters with their shapes
3.66.3.d	Correctly identifies ten or more letters of the alphabet
3.66.4.a	Demonstrates understanding that letters have a name and a sound
3.66.4.c	Identifies a letter for a given letter name, for most letters
3.67.3.a	Knows first and last page of a book
3.67.3.b	Identifies some individual letters in text

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Scholastic Success With Alphabet

Alignment ID

Alignment Text

3.67.3.c

Shows understanding that letters make up words

3.67.3.d

Identifies words that look similar and different, with assistance

3.67.4.c

Identifies letters in first name

3.71.3.e

Identifies letters to match the said-aloud letter name

3.71.4.a

Recognizes several upper case and lower case letters

3.71.4.b

Prints some alphabet letters for given letter names

3.71.4.c

Writes some upper case and lower case letters, without assistance

3.71.4.f

Recognizes initial letters in their names and titles of books

3.72.3.a

Writes some letters or numerals

3.72.3.e

Uses pretend writing activities during play to show print conventions in home language

3.72.4.d

May use an initial letter to represent an entire word

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0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
F&R-3	The student demonstrates conceptual understanding of functions, patterns, or sequences by recognizing, identifying, and continuing simple patterns of color, shape, or size
G-3	The student demonstrates an understanding of geometric relationships by identifying triangle, circle, rectangle, and square
G-6	The student demonstrates a conceptual understanding of geometric drawings or constructions by drawing, copying, or describing triangles, squares, rectangles and circles
K.G.5	Build shapes (e.g., using sticks and clay) and draw shapes.
N-1	The student demonstrates conceptual understanding of whole numbers to 20 by demonstrating 1-1 correspondence
N-4	The student demonstrates conceptual understanding of whole numbers to 20 by counting whole numbers backwards from 10 to 0
2.61.4.d	Defines words, with assistance (e.g., "Firefighters put out fires.")
E&C-1	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by comparing the number of objects in different sets using more, less, same
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by recognizing patterns found in common objects, sounds, and movements
M1.1.1	Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.
N-2	The student demonstrates conceptual understanding of whole numbers to 20 by recognizing and counting whole numbers from 0-20
N-3	The student demonstrates conceptual understanding of whole numbers to 20 by writing and ordering whole numbers from 0-20
N-5	The student demonstrates conceptual understanding of whole numbers to 20 by identifying ordinal position, first to the tenth
MEA-4	The student demonstrates ability to use measurement techniques by naming in sequence the days of the week
3.68.3.g	Begins to understand the sequence of a story (e.g., beginning, middle, and end)
M2.1.1	Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
K.OA.6	Recognize, identify and continue simple patterns of color, shape, and size.
G-5	The student demonstrates understanding of position and direction by identifying positions of objects that are above, below, before, after, next to, in the middle of, in front of, behind

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
G-4	The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by comparing geometric shapes
M7.1.2	Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems.
F&R-2	The student demonstrates conceptual understanding of functions, patterns, or sequences by identifying, sorting, and classifying objects by attribute and identifying objects that do not belong to a particular group
G-1	The student demonstrates an understanding of geometric relationships by sorting and classifying shapes according to similar attributes
2.60.4.b	Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)
3.65.3.d	Finds objects in a picture with the same beginning sound, with assistance
3.65.4.a	Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)
3.68.3.b	Matches pictures with spoken word in home language
3.69.4.a	Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)
3.65.3.c	Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d")

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
3.66.4.b	Makes many letter/sound matches
1.1.1.g	identifying different speech sounds;
3.71.3.d	Knows that alphabet letters are a special category of graphics that can be individually named
1.3.6	The student writes and edits using conventions of Standard English by Approximating legible handwriting (i.e., correct spacing, letter formation, and pencil grip)
3.66.3.a	Recites letters of the alphabet in home language
3.66.3.b	Knows that alphabet letters are a special category of symbols/pictures that can be individually named
3.66.3.c	Associates the names of letters with their shapes
3.66.3.d	Correctly identifies ten or more letters of the alphabet
3.66.4.a	Demonstrates understanding that letters have a name and a sound
3.66.4.c	Identifies a letter for a given letter name, for most letters
3.67.3.a	Knows first and last page of a book
3.67.3.b	Identifies some individual letters in text
3.67.3.c	Shows understanding that letters make up words

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
3.67.3.d	Identifies words that look similar and different, with assistance
3.67.4.c	Identifies letters in first name
3.71.3.e	Identifies letters to match the said-aloud letter name
3.71.4.a	Recognizes several upper case and lower case letters
3.71.4.b	Prints some alphabet letters for given letter names
3.71.4.c	Writes some upper case and lower case letters, without assistance
3.71.4.f	Recognizes initial letters in their names and titles of books
3.72.3.a	Writes some letters or numerals
3.72.3.e	Uses pretend writing activities during play to show print conventions in home language
3.72.4.d	May use an initial letter to represent an entire word
1.1.1.b	identifying whether words rhyme or not;
1.1.1.c	producing words that rhyme;

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

054520092X

Scholastic Success With Beginning Vocabulary

3.67.4.b

Recognizes difference between letters and numerals

1.1.1.g

identifying different speech sounds;

1.1.2

The student uses strategies to decode or comprehend meaning of words in text by Identifying all letters by name and most common sound; orally reading some high frequency sight words

3.68.3.b

Matches pictures with spoken word in home language

3.69.4.a

Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)

2.61.4.d

Defines words, with assistance (e.g., "Firefighters put out fires.")

2.62.3.a

Talks in sentences with five to six words to describe people, places, and events

2.64.4.a

Describes the details of a recent event or occurrence

2.64.4.b

Tells stories with descriptions of characters and events

3.67.4.e

Reads familiar sight words (e. g., names on cereal boxes)

1.1.1.b

identifying whether words rhyme or not;

1.1.1.c

producing words that rhyme;

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
3.65.3.b	Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
3.65.3.d	Finds objects in a picture with the same beginning sound, with assistance
3.65.4.a	Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)
3.65.4.e	Creates a familiar word when given a word and a new beginning sound (e.g., "man" and new beginning sound /f/ creates "fan")
2.62.3.c	Describes a task, project, and/or event sequentially in three or more sentences
2.62.4.a	Demonstrates beginning skills in using sentences in a logical sequence
2.63.4.e	Retells simple stories in sequence in home language
3.68.3.g	Begins to understand the sequence of a story (e.g., beginning, middle, and end)
2.60.4.b	Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)
3.65.3.e	Differentiates between similar-sounding words (e.g., "three" and "tree")
2.61.3.b	Asks the meaning of unfamiliar words and then experiments with using them
2.64.4.g	Creates made-up words

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
3.69.3.c	Uses signs in the environment for information (e.g., in a tall building, points to the elevator button)
2.61.3.a	Uses new vocabulary in spontaneous speech
2.61.4.c	Correctly uses words to indicate understanding
3.67.3.f	Recognizes some signs and symbols in environment (e.g., stop signs)
3.67.4.g	Reads some environmental print (e.g., bus)
1.1.4	The student uses strategies to decode or comprehend meaning of words in text by Listening to and using new vocabulary in context
2.60.4.a	Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child's doctor, elder is an honored person in the child's family or community)
3.67.4.h	Recognizes when something is written in his/her home language, sometimes

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
3.65.4.b	Begins to recognize vowel sounds, with assistance
1.1.1.b	identifying whether words rhyme or not;
1.1.1.c	producing words that rhyme;
3.67.4.c	Identifies letters in first name
3.71.3.e	Identifies letters to match the said-aloud letter name
3.71.4.f	Recognizes initial letters in their names and titles of books
1.1.1.a	identifying whether words are the same or different;
1.1.2	The student uses strategies to decode or comprehend meaning of words in text by Identifying all letters by name and most common sound; orally reading some high frequency sight words
3.65.3.b	Identifies initial sound of words, with assistance (e.g., book begins with the /b/ sound)
3.65.3.c	Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d")
3.65.3.d	Finds objects in a picture with the same beginning sound, with assistance

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
3.65.4.a	Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)
3.65.4.e	Creates a familiar word when given a word and a new beginning sound (e.g., "man" and new beginning sound /f/ creates "fan")
3.66.3.a	Recites letters of the alphabet in home language
3.66.3.b	Knows that alphabet letters are a special category of symbols/pictures that can be individually named
3.66.3.c	Associates the names of letters with their shapes
3.66.3.d	Correctly identifies ten or more letters of the alphabet
3.66.4.a	Demonstrates understanding that letters have a name and a sound
3.66.4.b	Makes many letter/sound matches
3.66.4.c	Identifies a letter for a given letter name, for most letters
3.67.3.a	Knows first and last page of a book
3.67.3.b	Identifies some individual letters in text
3.67.3.c	Shows understanding that letters make up words
3.67.3.d	Identifies words that look similar and different, with assistance

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID

Alignment Text

3.71.3.d

Knows that alphabet letters are a special category of graphics that can be individually named

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
3.66.3.a	Recites letters of the alphabet in home language
3.66.3.c	Associates the names of letters with their shapes
3.66.3.d	Correctly identifies ten or more letters of the alphabet
3.66.4.c	Identifies a letter for a given letter name, for most letters
3.67.4.c	Identifies letters in first name
3.71.3.e	Identifies letters to match the said-aloud letter name
3.71.4.f	Recognizes initial letters in their names and titles of books
1.1.1.a	identifying whether words are the same or different;
1.1.1.e	orally blending separate phonemes;
1.1.2	The student uses strategies to decode or comprehend meaning of words in text by Identifying all letters by name and most common sound; orally reading some high frequency sight words
3.65.3.c	Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d")
3.65.4.b	Begins to recognize vowel sounds, with assistance

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
3.66.4.a	Demonstrates understanding that letters have a name and a sound
3.66.4.b	Makes many letter/sound matches
3.67.3.b	Identifies some individual letters in text
3.67.3.c	Shows understanding that letters make up words
3.71.4.e	Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c/ /l/ /a/ /p/ = clap)

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
N-9	The student demonstrates conceptual understanding of number theory by identifying odd and even numbers up to 20
M1.1.1	Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.
N-1	The student demonstrates conceptual understanding of whole numbers to one hundred by reading, writing, ordering/counting and modeling correspondence of whole numbers
E&C-2	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by identifying whether estimation or counting is appropriate with support
1.CC.3	Order numbers from 1–100. Demonstrate ability in counting forward and backward.
1.CC.4	Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity.
G-2	The student demonstrates an understanding of geometric relationships by identifying and classifying 2 dimensional shapes through visual observations and properties (e.g., which of these shapes is a triangle)
G-6	The student demonstrates a conceptual understanding of geometric drawings or constructions by drawing, copying, or describing a variety of shapes
G-7	The student demonstrates a conceptual understanding of geometric drawings or constructions by identifying geometric shapes in real-world objects

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
M4.1.1	Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by identifying, naming (e.g., aabb, abab), and continuing a variety of patterns
1.OA.9	Identify, continue and label patterns (e.g., aabb, abab). Create patterns using number, shape, size, rhythm or color.
M5.1.3	Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent.
N-8	The student demonstrates conceptual understanding of number theory by skip counting by 2's to 20 and 5's and 10's to 100
1.CC.1	Skip count by 2s and 5s.
1.NBT.4.3	Demonstrate in adding two-digit numbers, tens and tens are added, ones and ones are added and sometimes it is necessary to compose a ten from ten ones.
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers.
N-6	The student demonstrates conceptual understanding of mathematical operations by using objects, pictures, and problem situations to model addition and subtraction of whole numbers
M3.1.3	Add and subtract whole numbers to 100 using a variety of models and algorithms.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
F&R-3	The student demonstrates algebraic thinking by adding and subtracting whole numbers to 20 using manipulatives to solve story problems
M7.1.1	Formulate problems from practical and mathematical activities.
1.NBT.4.1.a	concrete models or drawings and strategies based on place value
1.NBT.4.1.b	properties of operations
1.NBT.4.1.c	and/or relationship between addition and subtraction.
M2.1.5	Identify coins, their value, and the value of given sets of coins.
MEA-2	The student demonstrates understanding of measurable attributes by identifying money by its value (e.g., penny, nickel, dime, quarter, dollar)
M2.1.1	Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
MEA-1	The student demonstrates understanding of measurable attributes by measuring and/or comparing objects using standard and nonstandard units
MEA-5	The student demonstrates ability to use measurement techniques by comparing concepts such as: before/after, shorter/longer
M6.1.1	Collect, record, organize, display, and explain the classification of data.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

S&P-1

The student demonstrates an ability to classify and organize data by constructing and using real graphs, pictographs, and bar graphs

M6.1.2

Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.

S&P-3

The student demonstrates an ability to classify and organize data by interpreting data with support

M1.1.5

Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.

M2.1.4

Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.

MEA-4

The student demonstrates ability to use measurement techniques by telling time to the nearest half hour using analog and digital clocks

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	Scholastic Success With Math: Grade 2
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s, 5’s, and 10’s. Add and subtract by 10. Identify even and odd numbers.
N-7	The student demonstrates conceptual understanding of number theory by identifying or using patterns in the number system (skip count by 2’s, 5’s, or 10’s; add or subtract by 10; identify even or odd numbers)
M1.1.1	Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.
N-1	The student demonstrates conceptual understanding of whole numbers to one thousand by reading, writing, ordering/counting and modeling correspondence of whole numbers
M1.1.2	Use, model, and identify place value positions of 1’s, 10’s, and 100’s.
N-2	The student demonstrates conceptual understanding of whole numbers to one thousand by modeling and identifying place value positions: ones, tens, and hundreds
2.NBT.5.1.a	strategies based on place value
2.NBT.5.1.c	and/or the relationship between addition and subtraction.
2.NBT.7.1.a	concrete models or drawings and strategies based on place value
M4.1.1	Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by identifying and continuing patterns, including numbers
2.OA.5	Identify, continue and label number patterns (e.g., aabb, abab). Describe a rule that determines and continues a sequence or pattern.
G-1	The student demonstrates an understanding of geometric relationships by describing attributes of a triangle, circle, square, and rectangle
M5.1.1	Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.
M5.1.2	Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.
M5.1.7	Draw and build familiar shapes.
G-2	The student demonstrates an understanding of geometric relationships by identifying and classifying 3-dimensional shapes (e.g., cone, sphere and cylinder)
G-4	The student demonstrates an understanding of geometric relationships by constructing, comparing, classifying, and describing the relationship among geometric figures
M3.1.3	Add and subtract whole numbers to 100 using a variety of models and algorithms.
E&C-4	The student accurately solves problems (including real-world situations) involving recalling addition and subtraction facts to 20

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Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
E&C-5	The student accurately solves problems (including real-world situations) involving solving two-digit addition and subtraction problems using a variety of models and algorithms
2.NBT.7.3	Demonstrate in adding or subtracting three-digit numbers, hundreds and hundreds are added or subtracted, tens and tens are added or subtracted, ones and ones are added or subtracted and sometimes it is necessary to compose a ten from ten ones or a hundred from ten tens.
M3.1.4	Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.
M2.1.4	Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.
M2.1.3	Choose a unit of measure, estimate the length or weight of objects and then measure to check for reasonableness.
MEA-1	The student demonstrates understanding of measurable attributes by measuring to the nearest inch or foot
MEA-5	The student demonstrates ability to use measurement techniques by selecting and using appropriate tools of measurement
M2.1.1	Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume.
MEA-2	The student demonstrates understanding of measurable attributes by comparing and ordering objects by length, weight, area, time, temperature

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Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

M6.1.2

Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.

2.MD.9

Collect, record, interpret, represent, and describe data in a table, graph or line plot.

M1.1.5

Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.

N-3

The student demonstrates conceptual understanding of simple fractions identifying fractions as equal parts of a whole, a region, or a set

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
M6.1.2	Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.
S&P-2	The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by using information from a variety of displays (tallies, tables, pictographs, bar graphs, or [Venn diagrams])
M3.1.4	Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s 5’s and 10’s. Add and subtract by 10. Identify even and odd numbers.
E&C-4	The student accurately solves problems (including real-world situations) involving adding or subtracting two-digit whole numbers
M9.1.2	Find examples that support or refute mathematical statements.
M1.1.5	Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.
N-4	The student demonstrates conceptual understanding of simple fractions with denominators 2, 3, 4 or 10 by identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models)

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
N-5	The student demonstrates conceptual understanding of simple fractions with denominators 2, 3, 4 or 10 by identifying, describing with explanations, or illustrating equivalent representation of fractions (using models)
M2.1.4	Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.
MEA-1	The student demonstrates understanding of measurable attributes by [estimating length to the nearest inch or foot]
MEA-6	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by measuring length to the nearest half-inch
3.MD.5	Measure and record lengths using rulers marked with halves and fourths of an inch. Make a line plot with the data, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
M2.1.3	Choose a unit of measure, estimate the length or weight of objects and then measure to check for reasonableness.
MEA-2	The student demonstrates understanding of measurable attributes by comparing and ordering objects according to measurable attribute (calendar, length, [temperature, weight, area, or volume])
MEA-4	The student demonstrates understanding of measurable attributes by selecting an appropriate unit of English, metric, or non-standard measurement to estimate the length, time, weight, or temperature
M5.1.2	Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

M5.1.1

Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.

G-1

The student demonstrates an understanding of geometric relationships by using the number or length of sides to identify, describe, [model], or compare triangles or rectangles (including squares)

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
M1.2.1	Read, write, model, order, and count with positive whole numbers to 1,000,000 and negative whole numbers.
N-1	The student demonstrates conceptual understanding of whole numbers to ten thousands by reading, writing, ordering, or [counting]
M3.2.1	Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions.
M4.2.1	Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.
F&R-2	The student demonstrates conceptual understanding of functions, patterns, or sequences by [using rules to express the generalization of a pattern using words, lists, or tables]
4.OA.6	Extend patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations.
M5.2.6	Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.
M6.2.2	Present the data using a variety of appropriate representations and explain the meaning of the data.
S&P-2	The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating or drawing or justifying conclusions by using information from a variety of displays (tables, bar graphs, or Venn diagrams)

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
E&C-3	The student accurately solves problems (including real-world situations) involving adding or subtracting three-digit whole numbers
E&C-4	The student accurately solves problems (including real-world situations) involving multiplying two-digit numbers by single-digit numbers
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 100, and corresponding division facts efficiently]
N-4	The student demonstrates conceptual understanding of fractions with denominators 2 through 12 identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models)
4.MD.5	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.
N-9	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting fractions with like denominators (2 to 12)
MEA-7	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by [counting back change from \$5.00]

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
MEA-9	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by [simulating multiple purchases and calculating the amount of change from a given bill(s) up to \$50.00]
M2.2.6	Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M2.2.2	Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).
MEA-3	The student demonstrates understanding of measurable attributes by identifying or using equivalent measures for length (inch, foot, yard: 12 inches = 1 foot, 3 feet = 1 yard, 36 inches = 1 yard; centimeter, meter: 100 centimeters = 1 meter)
MEA-5	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by measuring length to the nearest half-inch or [centimeter]
M2.2.3	Use a variety of measuring tools; describe the attribute(s) they measure.
4.MD.8	Measure and draw angles in whole-number degrees using a protractor. Estimate and sketch angles of specified measure.
M5.2.1	Identify and compare various triangles and quadrilaterals according to their sides and/or angles.
M5.2.2	Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangles/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

G-2

The student demonstrates an understanding of geometric relationships by using the attributes and properties of solid figures (edges, vertices, or the number or shape of faces) to [model L], identify, compare, or describe solid figures (cubes, cylinders, rectangular prisms, or spheres) (e.g., cans, dice, boxes, balls)

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
N-1	The student demonstrates conceptual understanding of whole numbers to millions by reading, writing, ordering, or [counting]
5.MD.4	Explain the classification of data from real-world problems shown in graphical representations including the use of terms mean and median with a given set of data.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 144, and corresponding division facts efficiently]
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
N-10	The student demonstrates conceptual understanding of number theory by identifying or listing factors and multiples common to a pair or set of numbers
E&C-4	The student accurately solves problems (including real-world situations) involving multiplying two-digit whole numbers by two-digit numbers or dividing three-digit whole numbers by single-digit numbers
M1.2.5	Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.
N-7	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding and subtracting proper fractions or mixed numbers (like denominators)
M3.2.5	Find equivalent fractions. Convert between fractions and mixed numbers.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
N-2	The student demonstrates conceptual understanding of whole numbers to millions by identifying place value positions from tenths to millions
N-8	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting decimals that represent money
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
5.MD.6	Estimate and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.
M2.2.2	Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).
MEA-8	The student demonstrates ability to use measurement techniques by measuring length to the nearest $\frac{1}{4}$ inch or centimeter
5.MD.2	Solve real-world problems involving elapsed time between world time zones.
M5.2.4	Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.
M6.2.1	Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

S&P-2

The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by using information from a variety of displays (tables, bar graphs, line graphs, or Venn diagrams)

M6.2.2

Present the data using a variety of appropriate representations and explain the meaning of the data.

M5.2.6

Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.

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
M1.1.1	Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.
M1.1.5	Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set.
N-1	The student demonstrates conceptual understanding of whole numbers to one thousand by reading, writing, ordering, or [counting]
N-4	The student demonstrates conceptual understanding of simple fractions with denominators 2, 3, 4 or 10 by identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models)
N-9	The student demonstrates conceptual understanding of number theory by identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers)
M7.1.2	Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems.
M2.1.3	Choose a unit of measure, estimate the length or weight of objects and then measure to check for reasonableness.
M2.1.4	Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening.
MEA-2	The student demonstrates understanding of measurable attributes by comparing and ordering objects according to measurable attribute (calendar, length, [temperature, weight, area, or volume])

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
MEA-4	The student demonstrates understanding of measurable attributes by selecting an appropriate unit of English, metric, or non-standard measurement to estimate the length, time, weight, or temperature
MEA-7	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by telling time to the nearest $\frac{1}{4}$ hour using an analog clock or [distinguishing morning, afternoon, or evening]
M5.1.1	Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation.
M5.1.2	Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres.
M5.1.3	Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent.
M5.1.5	Describe and identify geometric transformations including slides, flips, and turns.
G-1	The student demonstrates an understanding of geometric relationships by using the number or length of sides to identify, describe, [model], or compare triangles or rectangles (including squares)
M6.1.2	Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams.
S&P-1	The student demonstrates an ability to classify and organize data by [designing an investigation and collecting, recording], organizing, displaying, or explaining the classification of data in real-world problems (e.g., literature, self, or family), using bar graphs, and [Venn diagrams]

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

S&P-2

The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by using information from a variety of displays (tallies, tables, pictographs, bar graphs, or [Venn diagrams])

3.MD.4

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.

3.MD.7.a

A square with side length 1 unit is said to have “one square unit” and can be used to measure area.

3.MD.7.b

Demonstrate that a plane figure which can be covered without gaps or overlaps by

3.MD.9.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.

3.MD.10.c

exhibiting rectangles with the same perimeter and different areas,

3.MD.10.d

exhibiting rectangles with the same area and different perimeters.

M9.1.2

Find examples that support or refute mathematical statements.

M10.1.2

Apply mathematical skills and processes to situations with self and family.

M1.1.6

Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s 5’s and 10’s. Add and subtract by 10. Identify even and odd numbers.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

E&C-4

The student accurately solves problems (including real-world situations) involving adding or subtracting two-digit whole numbers

F&R-4

The student demonstrates algebraic thinking by using an open number sentence (addition or subtraction) to solve for an unknown represented by a box or circle (e.g., $5 + \square = 16$, $\square - 7 = 4$, $5 + 2 = \square$)

S&P-4

The student demonstrates a conceptual understanding of probability by [explaining the differences between chance and certainty or recognizing events that may be certain or chance events]

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	Scholastic Success With Math Tests: Grade 4
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
N-1	The student demonstrates conceptual understanding of whole numbers to ten thousands by reading, writing, ordering, or [counting]
N-4	The student demonstrates conceptual understanding of fractions with denominators 2 through 12 identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models)
N-12	The student demonstrates conceptual understanding of number theory by identifying or listing factors and multiples of a number
M3.2.1	Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions.
M4.2.1	Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by extending patterns that use addition, subtraction, multiplication, or symbols, up to 10 terms, represented by models (function machine), tables, sequences, or in problem situations
F&R-2	The student demonstrates conceptual understanding of functions, patterns, or sequences by [using rules to express the generalization of a pattern using words, lists, or tables]

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.OA.6	Extend patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations.
M2.2.1	Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.
M2.2.2	Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).
M2.2.3	Use a variety of measuring tools; describe the attribute(s) they measure.
MEA-1	The student demonstrates understanding of measurable attributes by [estimating length to the nearest half-inch or centimeter]
MEA-2	The student demonstrates understanding of measurable attributes by [estimating temperature (degree Celsius or Fahrenheit) or weight (pounds or kilograms) to the nearest unit]
MEA-3	The student demonstrates understanding of measurable attributes by identifying or using equivalent measures for length (inch, foot, yard: 12 inches = 1 foot, 3 feet = 1 yard, 36 inches = 1 yard; centimeter, meter: 100 centimeters = 1 meter)
MEA-4	The student demonstrates understanding of measurable attributes by selecting an appropriate unit of metric measurement to estimate length, weight or temperature
MEA-8	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by determining possible combinations of coins and bills to given amounts
M5.2.1	Identify and compare various triangles and quadrilaterals according to their sides and/or angles.

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

M5.2.2	Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangles/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.
M5.2.3	Identify and model geometric figures that are congruent, similar, and/or symmetrical.
M5.2.4	Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.
M5.2.5	Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.
M5.2.7	Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.
G-2	The student demonstrates an understanding of geometric relationships by using the attributes and properties of solid figures (edges, vertices, or the number or shape of faces) to [model L], identify, compare, or describe solid figures (cubes, cylinders, rectangular prisms, or spheres) (e.g., cans, dice, boxes, balls)
G-3	The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by identifying or drawing all lines of symmetry to identify figures that are symmetrical
G-6	The student solves problems using perimeter or area by estimating or determining area or perimeter of rectangles, squares and irregular shapes on grids with a key or ruler
M6.2.1	Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
M6.2.2	Present the data using a variety of appropriate representations and explain the meaning of the data.
S&P-2	The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating or drawing or justifying conclusions by using information from a variety of displays (tables, bar graphs, or Venn diagrams))
4.MD.8	Measure and draw angles in whole-number degrees using a protractor. Estimate and sketch angles of specified measure.
M7.2.2	Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.
PS-1	The student demonstrates an ability to problem solve by selecting and applying appropriate strategy (e.g., lists, guess and check; extended patterns) to solve a variety of problems
M9.2.1	Draw logical conclusions about mathematical situations.
M10.2.2	Apply mathematical skills and processes to situations with friends and school.
M1.2.5	Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.
N-6	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the processes of multiplication

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
N-9	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting fractions with like denominators (2 to 12)
M2.2.6	Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.
MEA-7	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by [counting back change from \$5.00]
MEA-9	The student demonstrates ability to use measurement techniques using pictorial representations [or manipulatives] in real-world contexts by [simulating multiple purchases and calculating the amount of change from a given bill(s) up to \$50.00]
M3.2.2	Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 100, and corresponding division facts efficiently]
E&C-3	The student accurately solves problems (including real-world situations) involving adding or subtracting three-digit whole numbers

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

E&C-4

The student accurately solves problems (including real-world situations) involving multiplying two-digit numbers by single-digit numbers

E&C-5

The student accurately solves problems (including real-world situations) involving adding fractions with like denominators to 12

F&R-4

The student demonstrates algebraic thinking by using an open number sentence (addition, subtraction or multiplication) to solve for an unknown represented by a box or circle (e.g., $9 \times \underline{\quad} = 36$, $\underline{\quad} \times 8 = 56$, $3 \times 6 = \underline{\quad}$)

M5.2.6

Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.

4.MD.5

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

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
M1.2.7	Demonstrate the commutative and identity properties of multiplication.
N-1	The student demonstrates conceptual understanding of whole numbers to millions by reading, writing, ordering, or [counting]
N-9	The student demonstrates conceptual understanding of number theory by describing or illustrating commutative or identity properties of addition or multiplication using models or explanations
N-10	The student demonstrates conceptual understanding of number theory by identifying or listing factors and multiples common to a pair or set of numbers
M3.2.5	Find equivalent fractions. Convert between fractions and mixed numbers.
M4.2.1	Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by extending patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations
PS-1	The student demonstrates an ability to problem solve by selecting and applying an appropriate strategy (e.g., tables, charts, lists, or graphs; guess and check; extended patterns; make a model) to solve a variety of problems and verify the results

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
M2.2.1	Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.
M2.2.2	Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).
M2.2.3	Use a variety of measuring tools; describe the attribute(s) they measure.
M2.2.5	Tell time using analog and digital clocks identifying AM and PM; find elapsed time.
MEA-1	The student demonstrates understanding of measurable attributes by [estimating length to the nearest one-fourth inch or centimeter]
MEA-2	The student demonstrates understanding of measurable attributes by [estimating temperature (degree Celsius or Fahrenheit, plus or minus 5 degrees) or weight (half-pounds or kilograms) to the nearest unit]
MEA-3	The student demonstrates understanding of measurable attributes by identifying or using equivalent measures for weight/mass (16 oz. = 1 pound or 1000 grams = 1 kilogram) and length (1000 millimeters = 1 meter) or time
MEA-4	The student demonstrates ability to use measurement techniques by [measuring temperature or weight using appropriate tools]
MEA-6	The student demonstrates ability to use measurement techniques by determining possible combinations of coins and bills to given amounts
M5.2.1	Identify and compare various triangles and quadrilaterals according to their sides and/or angles.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
M5.2.2	Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.
M5.2.3	Identify and model geometric figures that are congruent, similar, and/or symmetrical.
M5.2.4	Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.
M5.2.5	Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.
G-2	The student demonstrates an understanding of geometric relationships by using the attributes and properties of solid figures (edges, vertices, number of faces) to [model], identify, compare, or describe (cubes, cylinders, cones, spheres, pyramids, or rectangular prisms) (e.g., boxes, buildings, packages)
G-4	The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by identifying, creating, or drawing geometric figures that are congruent, similar, or symmetrical
G-6	The student solves problems (including real-world situations) using perimeter or area by estimating or determining area or perimeter of rectangles using a key, ruler, or given measures
M6.2.1	Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.
M6.2.2	Present the data using a variety of appropriate representations and explain the meaning of the data.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

S&P-2

The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by using information from a variety of displays (tables, bar graphs, line graphs, or Venn diagrams)

5.MD.2

Solve real-world problems involving elapsed time between world time zones.

5.MD.6

Estimate and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

5.MD.7.a

Estimate and 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. Demonstrate the associative property of multiplication by using the product of three whole numbers to find volumes (length

M7.2.2

Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.

M9.2.1

Draw logical conclusions about mathematical situations.

M10.2.2

Apply mathematical skills and processes to situations with friends and school.

M1.2.3

Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.

M1.2.5

Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
N-7	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding and subtracting proper fractions or mixed numbers (like denominators)
N-8	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting decimals that represent money
M2.2.6	Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.
MEA-7	The student demonstrates ability to use measurement techniques by [simulating multiple purchases and calculating the amount of change from given bills up to \$100.00]
M3.2.2	Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 144, and corresponding division facts efficiently]
E&C-3	The student accurately solves problems (including real-world situations) involving adding or subtracting four-digit whole numbers, fractions with like denominators to 12, or decimals involving money

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

E&C-4

The student accurately solves problems (including real-world situations) involving multiplying two-digit whole numbers by two-digit numbers or dividing three-digit whole numbers by single-digit numbers

M5.2.6

Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.

S&P-5

The student demonstrates a conceptual understanding of probability and counting techniques by solving or identifying solutions to problems involving money combinations (e.g., how many ways can you make 25 cents using nickels, dimes, or quarters?)

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
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
M1.2.7	Demonstrate the commutative and identity properties of multiplication.
N-3	The student demonstrates conceptual understanding of fractions (proper or mixed numbers), decimals, percents (whole number), or integers by converting between whole numbers written in expanded notation and standard form
N-5	The student demonstrates conceptual understanding of fractions, mixed numbers, or percents by [modeling], identifying, describing, or illustrating equivalent fractions or mixed numbers
N-8	The student demonstrates conceptual understanding of number theory by describing or illustrating commutative, [associative, inverse] or identity properties of addition or multiplication using models or explanations
M3.2.5	Find equivalent fractions. Convert between fractions and mixed numbers.
M4.2.1	Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10.
M4.2.4	Use words, lists, and tables to represent and analyze patterns.
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by extending patterns (found in the number system, formed by multiples, factors, perfect squares up to 100, powers of ten), up to 10 terms, represented in tables, sequences, or in problem situations

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

6.EE.3

Apply the properties of operations to generate equivalent expressions. Model (e.g., manipulatives, graph paper) and apply the distributive, commutative, identity, and inverse properties with integers and variables by writing equivalent expressions.

M2.2.1

Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems.

M2.2.2

Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week).

M2.2.3

Use a variety of measuring tools; describe the attribute(s) they measure.

M2.2.5

Tell time using analog and digital clocks identifying AM and PM; find elapsed time.

MEA-1

The student demonstrates understanding of measurable attributes by [estimating length to the nearest eighth-inch or millimeter]

MEA-2.a.2

weight (ounces, pounds, [tons L])

MEA-3

The student uses measurement techniques by using a scaled ruler to an eighth of an inch or millimeter on a map or drawing

MEA-4

The student uses measurement techniques by calculating elapsed time (minutes, hours)

MEA-5

The student uses measurement techniques by solving real-world problems involving elapsed time between U.S. time zones (including Alaska Standard time)

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
MEA-6	The student uses measurement techniques by converting and using equivalent measurements within the same system
M5.2.1	Identify and compare various triangles and quadrilaterals according to their sides and/or angles.
M5.2.2	Compare and contrast plane and solid figures (e.g., circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces.
M5.2.3	Identify and model geometric figures that are congruent, similar, and/or symmetrical.
M5.2.4	Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.
M5.2.5	Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations.
G-1	The student demonstrates an understanding of geometric relationships by using the attributes and properties (sides and angles) of regular polygons to identify, classify, or compare regular or irregular polygons
G-2	The student demonstrates an understanding of geometric relationships by identifying, comparing or describing attributes and properties of circles (radius, and diameter)
G-3	The student demonstrates an understanding of geometric relationships by using the attributes and properties of prisms (vertices, length and alignment of edges, shape and number of bases, shape of faces) to [model], identify, compare, or describe triangular or rectangular prisms

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
G-5	The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformations of shapes by identifying, creating, or drawing geometric figures that are congruent, similar, or symmetrical
G-7	The student solves problems (including real-world situations) by using perimeter, area, or volume by estimating or determining area or perimeter of polygons (parallelograms, trapezoids, triangles) using a key, ruler, or given measures
G-8	The student solves problems (including real-world situations) by using perimeter, area, or volume by [estimating the area and circumference of a circle using a grid or manipulatives and comparing the relationship of the diameter to the circumference (π)]
M6.2.1	Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs.
S&P-2	The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by using information from a variety of displays (tables, bar graphs, line graphs, circle graphs, or Venn diagrams)
6.G.2	Apply the standard formulas to find volumes of prisms. Use the attributes and properties (including shapes of bases) of prisms to identify, compare or describe three-dimensional figures including prisms and cylinders.
6.G.5	Identify, compare or describe attributes and properties of circles (radius, and diameter).
M7.2.2	Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
PS-1	The student demonstrates an ability to problem solve by selecting, modifying, and applying appropriate problem solving strategies (e.g., graphing, Venn diagrams, tables, lists, working backwards, guess and check, or extend a pattern) and verifying results
M8.2.3	Organize and communicate mathematical problem solving strategies and solutions to problems.
M9.2.1	Draw logical conclusions about mathematical situations.
M9.2.2	Given a rule or generalization, determine whether the example fits.
PS-4	The student demonstrates an ability to use logic and reason by using informal deductive reasoning in concrete contexts; or justifying answers and mathematical strategies using examples
M10.2.2	Apply mathematical skills and processes to situations with friends and school.
PS-5	The student understands and applies mathematical skills and processes across the content strands by using real-world contexts such as social studies, friends, school and community
M1.2.3	Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.
M1.2.5	Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.
N-4	The student demonstrates conceptual understanding of fractions, mixed numbers, or percents by [modeling], identifying, describing, or illustrating equal parts of a whole, a region, or a set

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
N-7	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding and subtracting fractions with different denominators
M2.2.6	Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.
M3.2.2	Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator.
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic addition, subtraction, multiplication, and division facts efficiently]
E&C-3	The student accurately solves problems (including real-world situations) involving adding or subtracting whole numbers, fractions with unlike denominators to 12, or decimals to the hundredths place
E&C-4	The student accurately solves problems (including real-world situations) involving multiplying whole numbers by two- or three-digit numbers, dividing three-digit numbers by one or two-digit numbers, or multiplying or dividing decimals that represent money by whole numbers, or multiplying or dividing proper fractions

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

F&R-5

The student demonstrates algebraic thinking by solving for an unknown represented by a letter, (addition, subtraction, multiplication, or division) (e.g., $3 \times n = 15$, $n - 5 = 12$)

M5.2.6

Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid.

S&P-3

The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating; or drawing or justifying conclusions) by using mean, median, mode, or range

S&P-5

The student demonstrates a conceptual understanding of probability and counting techniques by solving or identifying solutions to problems involving possible combinations (e.g., if ice cream sundaes come in 3 flavors with 2 possible toppings, how many different sundaes can be made using only one flavor of ice cream with one topping?)

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**

1.7.2	The student analyzes content and structure of genres by Identifying use of dialogue or rhyme, in common forms of text
1.1.3	The student uses strategies to decode or comprehend meaning of words in text by Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)
R1.2.b	Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension.
1.2.1	The student comprehends literal or inferred meaning from text by Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions
1.2.2	The student comprehends literal or inferred meaning from text by Self-monitoring comprehension by making predictions or formulating questions while reading (e.g., why is the wolf dressed in grandmother's clothing, why are mother bears dangerous, what will happen next) or rereading. (e.g., for clarification, confirmation, correction)
1.2.3	The student comprehends literal or inferred meaning from text by Making simple inferences (e.g., predicts logical outcomes)
1.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)
R1.5	Identify the main idea of a passage.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
R1.8	Identify and describe basic plot, main characters, and setting (time and place) in fiction.
1.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying words by using context clues (e.g., "canoe" in a story about fishing)

Success With Workbooks State Standards

0545201101 Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
R2.10	Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.
R2.7	Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry.
2.7.1	The student analyzes content and structure of genres by Identifying the four major genres of fiction: short story, drama (plays), novel, and poetry
2.10.1	The student connects themes by Identifying author’s message, theme, or purpose (e.g., helping others brings great rewards)
2.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)
2.6.1	The student uses resources by Looking up spelling or definitions of words in dictionaries
2.6.2	The student uses resources by Using thesaurus to find synonyms for common words
R2.1.a	Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

2.1.3	The student uses strategies to decode or comprehend meaning of words in text by Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)
R2.2	Infer meaning from text.
2.2.1	The student comprehends literal or inferred meaning from text by Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions
2.2.3	The student comprehends literal or inferred meaning from text by Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)
2.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)
R2.4.b	Restate and summarize information or ideas from a text.
2.4.2	The student restates/summarizes information by Restating and summarizing information after reading a text or identifying accurate restatements and summaries
R2.5	Locate evidence in the text and from related experiences to support understanding of a main idea.
2.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
2.5.2	The student demonstrates an understanding of main idea by Locating information in narrative and informational text to answer questions related to main ideas or key details

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
R2.8.a	Define and identify plots, settings, and characters in fiction.
2.8.1.a	plot (e.g., main conflict or problem, sequence of events)
2.8.1.c	characters (e.g., physical characteristics, personality traits, motivation)
R2.9.a	Differentiate between fact and opinion.
2.9.1	The student analyzes content of text to differentiate fact and opinion by Distinguishing fact from opinion in a text
R2.1.b	Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.
2.1.2	The student uses strategies to decode or comprehend meaning of words in text by Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
0545201098	Scholastic Success With Reading Tests: Grade 5
R2.10	Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.
2.7.1	The student analyzes content and structure of genres by Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry
R2.7	Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry.
2.7.2	The student analyzes content and structure of genres by Identifying or explaining the characteristics of fiction and non-fiction
R2.1.a	Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.
2.1.3	The student uses strategies to decode or comprehend meaning of words in text by Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)
2.2.1	The student comprehends literal or inferred meaning from text by Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions
2.2.3	The student comprehends literal or inferred meaning from text by Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

2.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)
R2.4.b	Restate and summarize information or ideas from a text.
2.4.1	The student restates/summarizes information by Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text
R2.5	Locate evidence in the text and from related experiences to support understanding of a main idea.
2.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
2.5.2	The student demonstrates an understanding of main idea by Locating information in narrative and informational text to answer questions related to main ideas or key details
R2.8.a	Define and identify plots, settings, and characters in fiction.
2.8.1.a	plot (e.g., main conflict or problem, sequence of events, resolution)
R2.9.a	Differentiate between fact and opinion.
2.9.1	The student analyzes content of text to differentiate fact and opinion by Distinguishing fact from opinion in a text

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

2.10.1

The student connects themes by Identifying author's message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)

R2.1.b

Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.

2.1.2

The student uses strategies to decode or comprehend meaning of words in text by Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)

2.1.4

The student uses strategies to decode or comprehend meaning of words in text by Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm)]

2.6.1

The student uses resources by Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs

2.6.2

The student uses resources by Using thesaurus to find synonyms for common word

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	Scholastic Success With Reading Tests: Grade 6
2.1.3	The student uses strategies to decode or comprehend meaning of words in text by Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings)
2.7.1	The student analyzes content and structure of genres by Identifying or explaining the characteristics of the four major genres of fiction: short story, drama, novel, and poetry
R2.7	Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry.
2.7.2	The student analyzes content and structure of genres by Identifying or explaining the characteristics of fiction and non-fiction, prose and poetry
R2.8.a	Define and identify plots, settings, and characters in fiction.
2.8.1.a	plot (e.g., main conflict or problem, sequence of events, resolution)
2.8.1.c	characters (e.g., physical characteristics, personality traits, motivation, growth and change)
R2.1.a	Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.
R2.2	Infer meaning from text.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
2.2.1	The student comprehends literal or inferred meaning from text by Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions
2.2.3	The student comprehends literal or inferred meaning from text by Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)
2.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions)
R2.4.b	Restate and summarize information or ideas from a text.
2.4.1	The student restates/summarizes information by Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text
R2.5	Locate evidence in the text and from related experiences to support understanding of a main idea.
2.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
2.5.2	The student demonstrates an understanding of main idea by Locating information in narrative and informational text to answer questions related to main ideas or key details
2.5.3	The student demonstrates an understanding of main idea by Locating references from the text that support understanding of a main idea (e.g., what event in history is similar to this one)

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
R2.9.a	Differentiate between fact and opinion.
R2.9.b	Express opinions about a text and support these opinions with textual evidence.
2.9.1	The student analyzes content of text to differentiate fact and opinion by Distinguishing fact from opinion in a text
2.10.1	The student connects themes by Identifying author’s message, theme, or purpose, stated or implied (e.g., helping others brings great rewards)
RL.6.6	Determine author’s purpose and explain how an author develops the point of view of the narrator or speaker in a text.
SL.6.2	Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/data-related, orally) and explain how it contributes to a topic, text, or issue under study.
R2.1.b	Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.
2.1.2	The student uses strategies to decode or comprehend meaning of words in text by Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)
2.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs), [identifying shades of meaning (e.g., happy, ecstatic)] and analogies

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.6.1 The student uses resources by Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices

2.6.2 The student uses resources by Using a thesaurus to find synonyms for common words

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W1.3 a

Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.

1.3.2

The student writes and edits using conventions of Standard English by Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)

1.1.7.c

meaning of ending punctuation;

1.3.4

The student writes and edits using conventions of Standard English by Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID

Alignment Text

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

W1.3 a

Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.

1.3.4

The student writes and edits using conventions of Standard English by Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

1.3.3

The student writes and edits using conventions of Standard English by Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

W1.1 a

Write complete sentences with a subject and a predicate.

1.1.1

The student writes about a topic by Writing complete sentences with a subject and a predicate

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W1.1.a

Write complete sentences with a subject and a predicate.

1.1.1

The student writes about a topic by Writing complete sentences with a subject and a predicate

W1.3.a

Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.3.4

The student writes and edits using conventions of Standard English by Identifying and/or correcting usage mistakes in subject/verb agreement

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.3.4

The student writes and edits using conventions of Standard English by Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives)

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
0545200725	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4
M2.2.6	Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
E&C-3	The student accurately solves problems (including real-world situations) involving adding or subtracting three-digit whole numbers
M1.2.3	Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.
E&C-4	The student accurately solves problems (including real-world situations) involving multiplying two-digit numbers by single-digit numbers
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 100, and corresponding division facts efficiently]

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
N-8	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting decimals that represent money
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M1.2.7	Demonstrate the commutative and identity properties of multiplication.
N-9	The student demonstrates conceptual understanding of number theory by describing or illustrating commutative or identity properties of addition or multiplication using models or explanations
5.MD.7.a	Estimate and 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. Demonstrate the associative property of multiplication by using the product of three whole numbers to find volumes (length
E&C-2	The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 144, and corresponding division facts efficiently]
E&C-4	The student accurately solves problems (including real-world situations) involving multiplying two-digit whole numbers by two-digit numbers or dividing three-digit whole numbers by single-digit numbers
M3.2.4	Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers.

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
0545200989	Scholastic Success With Addition & Subtraction: Grade 1
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers.
1.OA.6.1.e	creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
N-10	The student demonstrates conceptual understanding of number theory by identifying fact families
1.OA.6.1.d	using the relationship between addition and subtraction, such as fact families, ($8 + 4 = 12$ and $12 - 8 = 4$)
M3.1.3	Add and subtract whole numbers to 100 using a variety of models and algorithms.
M7.1.1	Formulate problems from practical and mathematical activities.
1.CC.4	Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity.
N-6	The student demonstrates conceptual understanding of mathematical operations by using objects, pictures, and problem situations to model addition and subtraction of whole numbers
F&R-3	The student demonstrates algebraic thinking by adding and subtracting whole numbers to 20 using manipulatives to solve story problems
1.NBT.4.1.a	concrete models or drawings and strategies based on place value

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.NBT.4.1.b

properties of operations

1.NBT.4.1.c

and/or relationship between addition and subtraction.

1.NBT.4.3

Demonstrate in adding two-digit numbers, tens and tens are added, ones and ones are added and sometimes it is necessary to compose a ten from ten ones.

Success With Workbooks State Standards

0545200970

Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID	Alignment Text
0545200970	Scholastic Success With Addition & Subtraction: Grade 2
M3.1.3	Add and subtract whole numbers to 100 using a variety of models and algorithms.
E&C-4	The student accurately solves problems (including real-world situations) involving recalling addition and subtraction facts to 20
M1.1.2	Use, model, and identify place value positions of 1's, 10's, and 100's.
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers.
N-7	The student demonstrates conceptual understanding of number theory by identifying or using patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; identify even or odd numbers)
E&C-5	The student accurately solves problems (including real-world situations) involving solving two-digit addition and subtraction problems using a variety of models and algorithms
2.NBT.5.1.a	strategies based on place value
2.NBT.5.1.c	and/or the relationship between addition and subtraction.
2.NBT.7.1.a	concrete models or drawings and strategies based on place value
2.NBT.7.3	Demonstrate in adding or subtracting three-digit numbers, hundreds and hundreds are added or subtracted, tens and tens are added or subtracted, ones and ones are added or subtracted and sometimes it is necessary to compose a ten from ten ones or a hundred from ten tens.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

E&C-4

The student accurately solves problems (including real-world situations) involving adding or subtracting two-digit whole numbers

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	Scholastic Success With Fractions & Decimals: Grade 5
5.MD.3	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 information presented in line plots.
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
N-10	The student demonstrates conceptual understanding of number theory by identifying or listing factors and multiples common to a pair or set of numbers
M3.2.5	Find equivalent fractions. Convert between fractions and mixed numbers.
M1.2.5	Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money.
N-7	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding and subtracting proper fractions or mixed numbers (like denominators)
N-2	The student demonstrates conceptual understanding of whole numbers to millions by identifying place value positions from tenths to millions
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID

Alignment Text

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

4.MD.5	Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
N-4	The student demonstrates conceptual understanding of fractions with denominators 2 through 12 identifying, describing with explanations, or illustrating equal parts of a whole, a region, or a set (using models)
N-5	The student demonstrates conceptual understanding of fractions with denominators 2 through 12 identifying, describing with explanations, or illustrating equivalent fractions or mixed numbers
N-9	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the process of adding or subtracting fractions with like denominators (2 to 12)
M3.2.3	Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms.
M3.2.5	Find equivalent fractions. Convert between fractions and mixed numbers.
E&C-5	The student accurately solves problems (including real-world situations) involving adding fractions with like denominators to 12

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
0545200873	Scholastic Success With Multiplication & Division: Grade 3
G-6	The student solves problems using perimeter or area by estimating or determining area or perimeter of rectangular or square shapes on grids
3.MD.7.b	Demonstrate that a plane figure which can be covered without gaps or overlaps by
3.MD.8	Measure areas by tiling with unit squares (square centimeters, square meters, square inches, square feet, and improvised units).
3.MD.9.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.
3.MD.9.c	Use area models (rectangular arrays) to represent the distributive property in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths
M3.1.4	Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.
3.OA.5.d	Inverse property (relationship) of multiplication and division.

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
M3.1.4	Model multiplication as repeated addition and grouping objects; model division as “sharing equally” and grouping objects.
N-7	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the relationship between multiplication and addition
3.OA.5.a	Commutative property of multiplication: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known.
3.OA.5.d	Inverse property (relationship) of multiplication and division.
N-6	The student demonstrates conceptual understanding of mathematical operations by [using models, explanations, number lines, or real-life situations] describing or illustrating the processes of multiplication
M1.2.6	Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers.
N-12	The student demonstrates conceptual understanding of number theory by identifying or listing factors and multiples of a number
M1.2.7	Demonstrate the commutative and identity properties of multiplication.
N-10	The student demonstrates conceptual understanding of number theory by [describing or illustrating identity property of multiplication]

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

M1.2.3

Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations.

E&C-2

The student accurately solves problems (including real-world situations) involving [recalling basic multiplication facts, products to 100, and corresponding division facts efficiently]

E&C-4

The student accurately solves problems (including real-world situations) involving multiplying two-digit numbers by single-digit numbers

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
G-3	The student demonstrates an understanding of geometric relationships by identifying triangle, circle, rectangle, and square
G-6	The student demonstrates a conceptual understanding of geometric drawings or constructions by drawing, copying, or describing triangles, squares, rectangles and circles
K.G.5	Build shapes (e.g., using sticks and clay) and draw shapes.
M1.1.6	Identify, describe, and extend patterns inherent in the number system. Skip count by 2’s, 5’s, and 10’s. Add and subtract by 10. Identify even and odd numbers.
M4.1.1	Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives.
F&R-1	The student demonstrates conceptual understanding of functions, patterns, or sequences by recognizing patterns found in common objects, sounds, and movements
F&R-3	The student demonstrates conceptual understanding of functions, patterns, or sequences by recognizing, identifying, and continuing simple patterns of color, shape, or size
K.OA.6	Recognize, identify and continue simple patterns of color, shape, and size.
E&C-1	The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by comparing the number of objects in different sets using more, less, same
F&R-5	The student demonstrates algebraic thinking by showing more, less, or equal to using objects

Success With Workbooks State Standards

0545200857**Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

M1.1.1

Read, write, order, count, and model one-to-one correspondence with whole numbers to 100.

N-1

The student demonstrates conceptual understanding of whole numbers to 20 by demonstrating 1-1 correspondence

N-2

The student demonstrates conceptual understanding of whole numbers to 20 by recognizing and counting whole numbers from 0-20

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
0545200849	Scholastic Success With Reading Comprehension: Grade 1
R1.4 b	Restate information after reading a text.
R1.5	Identify the main idea of a passage.
1.5.1	The student demonstrates an understanding of main idea by Identifying main idea of a text
R1.6	Read and follow simple directions to complete a simple task.
1.6.1	The student follows oral and written directions by Following two-step oral directions to complete a task
1.6.2	The student follows oral and written directions by Following symbol, icon, or written directions to complete a task
1.2.3	The student comprehends literal or inferred meaning from text by Making and verifying predictions based on information from the story
1.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)
R1.2 b	Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension.
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
0545200830	Scholastic Success With Reading Comprehension: Grade 2
R1.5	Identify the main idea of a passage.
1.5.1	The student demonstrates an understanding of main idea by Identifying and discussing main ideas and supporting details
R1.6	Read and follow simple directions to complete a simple task.
1.6.2	The student follows oral and written directions by Following one- to two-step written directions to complete a task
1.2.3	The student comprehends literal or inferred meaning from text by Making simple inferences
R1.2 b	Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension.
1.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions about stories and/or based on information presented in the text (e.g., cause and effect)

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	Scholastic Success With Reading Comprehension: Grade 3
R1.5	Identify the main idea of a passage.
1.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
1.8.1	The student analyzes literary elements and devices by Identifying or describing problem and solution, main characters, and setting in fiction
R1.8	Identify and describe basic plot, main characters, and setting (time and place) in fiction.
R1.6	Read and follow simple directions to complete a simple task.
1.6.1	The student follows written directions by Completing a simple (1-2 step) task by following written directions
1.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying words by using context clues (e.g., "canoe" in a story about fishing)
1.2.3	The student comprehends literal or inferred meaning from text by Making simple inferences (e.g., predicts logical outcomes)
1.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)
R1.2.b	Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
R2.1.b	Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.
2.1.2	The student uses strategies to decode or comprehend meaning of words in text by Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)
R2.1.a	Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.
R2.8.b	Compare and contrast plots, settings and characters in a variety of works by a variety of authors.
2.8.1.a	plot (e.g., main conflict or problem, sequence of events)
RL.4.9	Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.
R2.8.a	Define and identify plots, settings, and characters in fiction.
2.8.1.c	characters (e.g., physical characteristics, personality traits, motivation)
R2.5	Locate evidence in the text and from related experiences to support understanding of a main idea.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

2.5.1	The student demonstrates an understanding of main idea by Identifying the main idea or central concept in various types of texts
2.5.2	The student demonstrates an understanding of main idea by Locating information in narrative and informational text to answer questions related to main ideas or key details
R2.6	Read and follow multi-step directions to complete a simple task.
2.6.1	The student follows written directions by Completing a simple task by following written, multi-step directions (e.g., recipe)
2.6.2	The student follows written directions by Identifying the sequence of steps in multi-step directions
2.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs)
2.2.3	The student comprehends literal or inferred meaning from text by Making simple inferences (e.g., predicts logical outcomes, deduces missing information, such as where a story takes place if not directly stated)
2.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)
R2.4.b	Restate and summarize information or ideas from a text.
2.4.2	The student restates/summarizes information by Restating and summarizing information after reading a text or identifying accurate restatements and summaries

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

RI.4.6

Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	Scholastic Success With Reading Comprehension: Grade 5
R2.4.b	Restate and summarize information or ideas from a text.
2.4.1	The student restates/summarizes information by Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text
R2.5	Locate evidence in the text and from related experiences to support understanding of a main idea.
R2.1.b	Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.
2.1.2	The student uses strategies to decode or comprehend meaning of words in text by Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)
R2.6	Read and follow multi-step directions to complete a simple task.
2.6.1	The student follows written directions by Completing a task by following written, multi-step directions (e.g., origami)
2.1.4	The student uses strategies to decode or comprehend meaning of words in text by Identifying relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) and [identifying shades of meaning (e.g., hot, warm)]

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

2.2.3	The student comprehends literal or inferred meaning from text by Making inferences (e.g., predicts logical outcomes, such as how would the story have been different if _____, deduces missing outcome or information, such as where a story takes place if not directly stated)
2.2.4	The student comprehends literal or inferred meaning from text by Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)
R2.8.a	Define and identify plots, settings, and characters in fiction.
2.8.1.c	characters (e.g., physical characteristics, personality traits, motivation)
RL.5.6	Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.
R2.9.a	Differentiate between fact and opinion.
2.9.1	The student analyzes content of text to differentiate fact and opinion by Distinguishing fact from opinion in a text
RL.5.2	Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.
RI.5.6	Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
1.1.7.d	capital and lower case letters (e.g., sentences and names begin with capitals)
1.1.7.c	meaning of ending punctuation;
1.3.4	The student writes and edits using conventions of Standard English by Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)
1.3.5	The student writes and edits using conventions of Standard English by Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support
W1.3 a	Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.
W1.1 a	Write complete sentences with a subject and a predicate.
RI.1.5	Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

0545200784

Scholastic Success With Writing: Grade 2

W1.1 a

Write complete sentences with a subject and a predicate.

1.1.1

The student writes about a topic by Writing complete sentences with a subject and a predicate

W1.3 a

Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.

1.1.3

The student writes about a topic by Writing a story or composition with a beginning, middle, and end

R1.8

Identify and describe basic plot, main characters, and setting (time and place) in fiction.

1.8.1

The student analyzes literary elements and devices by Identifying problem and solution, main characters, and setting in fiction

W1.3 b

Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
W1.1.a	Write complete sentences with a subject and a predicate.
1.1.1	The student writes about a topic by Writing complete sentences with a subject and a predicate
1.3.1	The student writes and edits using conventions of Standard English by Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)
W1.3.a	Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.
1.3.3	The student writes and edits using conventions of Standard English by Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)
W1.1.b	Write a paragraph with a topic sentence and supporting details.
1.1.2	The student writes about a topic by Writing a paragraph on a single topic with two or more supporting details
W.3.2.d	Provide a concluding statement or section that paraphrases the focus of the text.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

0545200768

Scholastic Success With Writing: Grade 4

W2.3.b	Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.
2.1.1	The student writes for a variety of purposes and audiences by Writing a paragraph that maintains a focused idea and includes details that support the main idea
W2.3.a	Use a variety of simple and complex sentence structures in written work.
L.4.1.a	Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.
2.7.3	The student analyzes content and structure of genres by Identifying use of literary elements and devices (i.e., dialogue, rhyme, alliteration, or simile)
2.1.3	The student writes for a variety of purposes and audiences by Writing a story or composition with a beginning and middle and ending with a concluding statement
W2.2	Use a variety of fiction and non-fiction forms when writing for different audiences.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

W2.3.a

Use a variety of simple and complex sentence structures in written work.

2.3.4

The student writes and edits using conventions of Standard English by Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives)

W2.3.b

Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.

2.4.1

The student revises writing by Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

R1.1 b

Use a combination of the following to read and comprehend text: knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; pictures and visual cues; sight recognition of high frequency vocabulary words; word structure, e.g., root words, prefixes, suffixes, rhyming words; language structure, e.g., word order, grammar; meaning structure, e.g., prior knowledge and context; text structure, e.g., read left to right.

3.67.4.e

Reads familiar sight words (e. g., names on cereal boxes)

3.67.4.h

Recognizes when something is written in his/her home language, sometimes