Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
AZ.K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
AZ.K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
AZ.K.L.1.a	Print many upper- and lowercase letters.
K.RF.1.f	Recognize and name all upper and lowercase letters of the alphabet.
K.WF.1.a	Match upper and lower case manuscript letters.
K.WF.1.b	Write upper and lower manuscript letters, with reference to a model.
3.1.f	With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
2.1.c	Recognizes that letters are grouped to form words.
2.4.a	Discriminates letters from other shapes and symbols.
2.4.b	Matches and recognizes similarities and differences in letters, with modeling and support.
2.4.c	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.

Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
2.4.d	Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.
2.4.e	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.
3.1.b	Writes own name using letter-like forms or conventional print.
3.1.d	Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).
1.2.c	Identifies numerals one to 10.
1.1.a	Shows interest in and awareness of counting.
1.1.b	Rote counts zero to ten and beyond with increasing accuracy.
1.2.a	Uses numerals and number symbols in the context of daily routines, activities, and play.
1.2.b	Uses and creates symbols to represent numbers.
1.2.d	Identifies numerals zero to ten.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
1.2.e	Differentiates some written numerals from written letters.
1.4.c	Counts groups of objects using a number word for each object (Rational counting).
1.4.d	Counts a collection of up to ten items using the last counting word to tell, "How many?" (Cardinality)
1.4.e	Matches numerals to quantities using manipulatives.
2.1.b	Describes changes in two or more sets of objects when they are combined.
2.1.d	Describes changes in a set of objects when they are separated into parts.
MP.6	Attend to precision.
1.4.a	Compares two sets of objects using terms such as more, fewer, or the same.
1.3.a	Compares two sets of objects using terms such as greater than, less than, or equal to.
1.4.b	Demonstrates the ability to match object to object in a group (One-to-one correspondence).
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.
2.2.a	Recognizes patterns in the real world.
2.2.b	Fixes simple patterns.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.2.c	Duplicates simple patterns.
2.2.d	Extends patterns.
2.2.e	Creates patterns.
3.3.e	Uses appropriate vocabulary to describe time and sequence related to daily routines (e.g., tomorrow, yesterday, next, this morning).
3.3.d	Orders objects by measurable attributes.
4.1.a	Uses and responds to positional terms (e.g., between, inside, under, above, behind).
4.1.b	Describes the position or location of objects in relation to self or to other objects.
4.2.a	Uses and responds to spatial language (e.g., between, inside, under, above, behind).
4.2.b	Describes the relative position or location of objects in relation to self or to other objects with mathematical precision.
MP.1	Make sense of problems and persevere in solving them.
MP.5	Use appropriate tools strategically.
2.1.a	Recognizes that adding increases the number of objects in a group.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
AZ.K.L.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
AZ.K.L.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
4.2.d	Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.
1.3.d	Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.
3.1.a	Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).
3.3.a	Compares objects and uses terms (e.g., lighter-heavier, hotter-colder, and faster-slower).
4.1.e	Compares, describes, analyzes, and sorts two- and three- dimensional objects in the environment using formal and informal mathematical language with prompting and support based on their attributes.
AZ.K.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
1.3.b	With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.
1.3.c	Figures out the meanings of unfamiliar words and concepts using the context of conversations, pictures that accompany text, or concrete objects.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.WF.3.a	Represent phonemes in simple words, using letter-sound relationships.
K.WF.3.b	Write or select an initial or final consonant when a medial vowel is provided.
K.WF.3.e	Attempt phonetic spelling of unknown words.
AZ.K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
AZ.K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
AZ.K.L.1.a	Print many upper- and lowercase letters.
K.RF.1.f	Recognize and name all upper and lowercase letters of the alphabet.
K.WF.1.a	Match upper and lower case manuscript letters.
K.WF.1.b	Write upper and lower manuscript letters, with reference to a model.
3.1.f	With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
2.1.c	Recognizes that letters are grouped to form words.
2.4.a	Discriminates letters from other shapes and symbols.
2.4.b	Matches and recognizes similarities and differences in letters, with modeling and support.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.4.c	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.
2.4.d	Demonstrates understanding of letters by producing letter forms using a variety of materials; e.g., playdough, blocks, marker, and paper.
2.4.e	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.
3.1.b	Writes own name using letter-like forms or conventional print.
3.1.d	Forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and writing utensil).
AZ.K.RF.2.a	Recognize and produce rhyming words.
K.RF.2.b	Recognize and produce rhyming words.
2.3.b	Identifies rhyming words.
2.3.c	Produces rhyming words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
1.3.e	Demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, over, off, besides, behind.
AZ.K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
AZ.K.RF.2.a	Recognize and produce rhyming words.
AZ.K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RF.2.b	Recognize and produce rhyming words.
2.3.h	With modeling and support, repeats words and identifies the common final sound.
2.3.b	Identifies rhyming words.
2.3.c	Produces rhyming words.
2.3.d	Recognizes spoken words that begin with the same sound.
AZ.K.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
AZ.K.RI.10.a	Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
1.3.b	Uses rich vocabulary across many topic areas.
1.3.a	With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
AZ.K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
AZ.K.L.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
AZ.K.L.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
AZ.K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1.3.c	With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
1.3.d	Uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation.
2.1.d	Recognizes own written name and the written names of friends and family.

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
AZ.K.RF.2.a	Recognize and produce rhyming words.
K.RF.2.b	Recognize and produce rhyming words.
2.3.b	Identifies rhyming words.
2.3.c	Produces rhyming words.
AZ.K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
K.RF.1.f	Recognize and name all upper and lowercase letters of the alphabet.
2.4.a	Discriminates letters from other shapes and symbols.
2.4.b	Matches and recognizes similarities and differences in letters, with modeling and support.
AZ.K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
AZ.K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
AZ.K.RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
AZ.K.RF.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
AZ.K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
AZ.K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
2.3.h	With modeling and support, repeats words and identifies the common final sound.
2.4.d	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.
2.1.c	Recognizes that letters are grouped to form words.
2.3.a	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
2.3.d	Recognizes spoken words that begin with the same sound.
2.4.c	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.
2.4.e	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
AZ.K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
K.RF.1.f	Recognize and name all upper and lowercase letters of the alphabet.
2.4.a	Discriminates letters from other shapes and symbols.
2.4.b	Matches and recognizes similarities and differences in letters, with modeling and support.
2.4.c	Recognizes an increasing number of letters, especially those in own name, familiar objects, family, and friends.
AZ.K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
AZ.K.RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
AZ.K.RF.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
AZ.K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
AZ.K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
K.RF.2.a	Identify and produce sounds (phonemes) in a spoken word.

Success With Workbooks State Standards

0545201136   **Scholastic Success With Vowels**

Alignment ID	Alignment Text
K.WF.3.a	Represent phonemes in simple words, using letter-sound relationships.
K.WF.3.b	Write or select an initial or final consonant when a medial vowel is provided.
K.WF.3.c	Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.
K.WF.3.d	Accurately write grade-level appropriate words, as found in a research-based word list.
K.WF.3.e	Attempt phonetic spelling of unknown words.
2.4.d	Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.
2.1.c	Recognizes that letters are grouped to form words.
2.3.a	Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
2.4.e	Uses letter-sound knowledge, identifying the sounds of a few letters and producing the correct sounds for an increasing number of letters.

SCHOLASTIC

Success With Workbooks State Standards

0545200717   Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
MP.2	Reason abstractly and quantitatively.
MP.8	Look for and express regularity in repeated reasoning.
1.MD.B.3b	Identify coins by name and value (pennies, nickels, dimes and quarters).
1.MD.B.3a	Tell and write time in hours and half-hours using analog and digital clocks.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.NBT.A.1a	100 can be thought of as a group of ten tens—called a "hundred."
2.NBT.A.1b	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.
MP.6	Attend to precision.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
3.OA.D.10	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
3.NF.A.3b	Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions.
3.MD.A.1b	Solve word problems involving money through $20.00, using symbols $, ".", ¢.
3.MD.A.1a	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram).

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

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
MP.4	Model with mathematics.
4.OA.C.6	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MP.8	Look for and express regularity in repeated reasoning.
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8 = 1/8 + 1/8+ 1/8; 3/8 = 2/8 + 1/8; 2 1/8 = 1 + 1 + 1/8; or 2 1/8 = 8/8 + 8/8 + 1/8).
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
MP.5	Use appropriate tools strategically.

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

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
5.OA.B.4	Understand primes have only two factors and decompose numbers into prime factors.
5.NF.B.4a	Interpret the product (
5.NF.B.4b	Interpret the product of a fraction multiplied by a fraction (
5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.B.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
MP.8	Look for and express regularity in repeated reasoning.
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.

Success With Workbooks State Standards

Alignment ID   Alignment Text

5.NF.B.4c   Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

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**
3.NF.A.2c	Understand a fraction 1/
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols >, =, or <, and justify conclusions.
MP.5	Use appropriate tools strategically.
3.MD.A.1a	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram).
3.MD.C.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by
3.MD.C.7d	Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.

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

Alignment ID	Alignment Text
3.MD.C.8	Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.

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

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
MP.4	Model with mathematics.
MP.8	Look for and express regularity in repeated reasoning.
4.OA.C.6	When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
4.NF.A.2a	Understand that comparisons are valid only when the two fractions refer to the same size whole.
4.NF.A.2b	Record the results of comparisons with symbols >, =, or <, and justify the conclusions.
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.5	Use appropriate tools strategically.
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

0545200644   Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
MP.8	Look for and express regularity in repeated reasoning.
5.OA.B.4	Understand primes have only two factors and decompose numbers into prime factors.
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication).
5.NF.B.4c	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.MD.C.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
5.MD.C.3b	A solid figure which can be packed without gaps or overlaps using
MP.1	Make sense of problems and persevere in solving them.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.5	Use appropriate tools strategically.
5.NF.B.4a	Interpret the product (
5.NF.B.4b	Interpret the product of a fraction multiplied by a fraction (
5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.B.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

Success With Workbooks State Standards

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
MP.8	Look for and express regularity in repeated reasoning.
AZ.6.NS.C.9	Convert between expressions for positive rational numbers, including fractions, decimals, and percents.
6.NS.B.4c	Use the distributive property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
MP.1	Make sense of problems and persevere in solving them.
MP.2	Reason abstractly and quantitatively.
MP.3	Construct viable arguments and critique the reasoning of others.
MP.5	Use appropriate tools strategically.
6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
6.RP.A.3c	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.

Success With Workbooks State Standards

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

Alignment ID   Alignment Text

6.NS.C.6b   Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

6.NS.C.6c   Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6.SP.B.5c   Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

0545201039   Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
AZ.3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
AZ.3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
AZ.3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
AZ.3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
AZ.3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
AZ.3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
AZ.3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
AZ.3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
AZ.3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Success With Workbooks State Standards

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
AZ.3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
AZ.3.RI.6	Distinguish their own point of view from that of the author of a text.
AZ.3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
AZ.3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
AZ.3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
AZ.3.RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
AZ.3.RF.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
AZ.3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
AZ.3.L.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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

Alignment ID	Alignment Text
AZ.3.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
AZ.3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
AZ.3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
AZ.3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Success With Workbooks State Standards

0545201101   Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
AZ.4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
AZ.4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
AZ.4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
AZ.4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
AZ.4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
AZ.4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
AZ.4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
AZ.4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AZ.4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
AZ.4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
AZ.4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
AZ.4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
AZ.4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
AZ.4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
AZ.4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
AZ.4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
AZ.4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
AZ.4.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Success With Workbooks State Standards

　　　　　Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
AZ.4.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
AZ.4.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
AZ.4.L.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
AZ.4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
AZ.4.L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
AZ.4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
AZ.5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
AZ.5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
AZ.5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
AZ.5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
AZ.5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
AZ.5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
AZ.5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
AZ.5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
AZ.5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Success With Workbooks State Standards

0545201098   Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
AZ.5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
AZ.5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
AZ.5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
AZ.5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
AZ.5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
AZ.5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
AZ.5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
AZ.5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
AZ.5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
AZ.5.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Alignment ID	Alignment Text
AZ.5.W.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
AZ.5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
AZ.5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
AZ.5.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
AZ.5.L.5.a	Interpret figurative language, including similes and metaphors, in context.
AZ.5.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
AZ.5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
AZ.5.L.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
AZ.5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

054520108X	Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
AZ.6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
AZ.6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
AZ.6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
AZ.6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
AZ.6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
AZ.6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
AZ.6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
AZ.6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AZ.6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
AZ.6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
AZ.6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
AZ.6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
AZ.6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
AZ.6.RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
AZ.6.RI.10.a	By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
AZ.6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
AZ.6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
AZ.6.L.5.a	Interpret figures of speech (e.g., personification) in context.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AZ.6.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
AZ.6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.
AZ.6-8.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
AZ.6-8.RH.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
AZ.6-8.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
AZ.6-8.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
AZ.6-8.RH.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
AZ.6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
AZ.6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.
AZ.6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.
AZ.6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
AZ.6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
AZ.6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
AZ.6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
AZ.6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
AZ.6-8.RST.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
AZ.6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
AZ.6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
AZ.6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
AZ.6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
AZ.6.L.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

Alignment ID   Alignment Text

AZ.6.L.5.b   Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

AZ.6.L.6   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

0545201071   Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
1.WF.3.b.3	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).
AZ.1.L.2.b	Use end punctuation for sentences.
AZ.1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
AZ.1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.4.c	Use sentence–level context as a clue to the meaning of a word or phrase.
AZ.1.L.1.b	Use common, proper, and possessive nouns.
AZ.1.L.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
AZ.1.L.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
AZ.1.L.1.f	Use frequently occurring adjectives.
AZ.1.L.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
AZ.1.L.1.h	Use determiners (e.g., articles, demonstratives).
AZ.1.L.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
1.L.1.a	Use common, proper, and possessive nouns.
AZ.1.L.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
AZ.1.L.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.WF.3.b.1	Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).
AZ.1.RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
AZ.1.L.2.a	Capitalize dates and names of people.

0545201063   Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
AZ.2.L.2.a	Capitalize holidays, product names, and geographic names.
AZ.2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1.g	Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
2.L.1.h	Identify and use declarative, interrogative, imperative, and exclamatory sentences.
2.WF.3.a.7	Plurals and possessives (e.g., its, it's).
AZ.2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
AZ.2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
AZ.2.L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
2.WF.3.a.5	Contractions (e.g., we'll, I'm, they've, don't).
AZ.2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
AZ.2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
AZ.3.L.1.b	Form and use regular and irregular plural nouns.
AZ.3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.
AZ.3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
AZ.3.L.1.i	Produce simple, compound, and complex sentences.
AZ.3.L.2.d	Form and use possessives.
3.WF.3.c	Spell singular and plural possessives (e.g., teacher's, teachers').
AZ.3.L.2.b	Use commas in addresses.
AZ.3.L.2.c	Use commas and quotation marks in dialogue.
AZ.3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
AZ.3.L.1.d	Form and use regular and irregular verbs.
AZ.3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

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

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
AZ.4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
AZ.4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
AZ.4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
AZ.4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
AZ.4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
AZ.4.L.1.e	Form and use prepositional phrases.
AZ.4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
AZ.4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

0545201020   Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
AZ.5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
AZ.5.L.1.d	Recognize and correct inappropriate shifts in verb tense.
AZ.5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
AZ.5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
AZ.5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
AZ.5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
AZ.5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
AZ.5.L.2.a	Use punctuation to separate items in a series.
AZ.5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
AZ.5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication).
5.NBT.B.6	Apply and extend understanding of division to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.

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

Alignment ID	Alignment Text
0545200911	**Scholastic Success With Contemporary Cursive: Grades 2–4**
3.WF.1.a	Read and write cursive letters, upper and lower case.
3.WF.1.b	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
4.WF.1.a	Read and write cursive letters, upper and lower case.

Success With Workbooks State Standards

0545200903   **Scholastic Success With Contemporary Manuscript: Grades K–1**

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
AZ.K.L.1.a	Print many upper- and lowercase letters.
AZ.1.L.1.a	Print all upper- and lowercase letters.
K.WF.1.c	Write left to right using appropriate spacing between words.
1.WF.1.a	Write upper and lower case manuscript alphabet from memory using correct letter formation.
1.WF.1.c	Write with appropriate spacing between letters and words.

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.NF.B.4c	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.B.4a	Interpret the product (
5.NF.B.4b	Interpret the product of a fraction multiplied by a fraction (
5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.B.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.
5.NF.B.7c	Solve problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using a variety of representations.
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

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

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
4.NF.C.6	Use decimal notation for fractions with denominators 10 (tenths) or 100 (hundredths), and locate these decimals on a number line.
4.MD.A.2	Use the four operations to solve word problems and problems in real-world context involving distances, intervals of time (hr, min, sec), liquid volumes, masses of objects, and money, including decimals and problems involving fractions with like denominators, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using a variety of representations, including number lines that feature a measurement scale.
4.NF.B.3c	Add and subtract mixed numbers with like denominators (e.g., by using properties of operations and the relationship between addition and subtraction and/or by replacing each mixed number with an equivalent fraction).
4.NF.A.2a	Understand that comparisons are valid only when the two fractions refer to the same size whole.
4.NF.A.2b	Record the results of comparisons with symbols >, =, or <, and justify the conclusions.
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8 = 1/8 + 1/8+ 1/8; 3/8 = 2/8 + 1/8; 2 1/8 = 1 + 1 + 1/8; or 2 1/8 = 8/8 + 8/8 + 1/8).
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
3.MD.C.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by
3.MD.C.7a	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.C.7c	Use tiling to show that the area of a rectangle with whole-number side lengths

0545200865   **Scholastic Success With Multiplication Facts: Grades 3–4**

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
AZ.4.OA.A.3.1.a	Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.
4.NF.B.4a	Understand a fraction
4.NF.B.4b	Understand a multiple of

0545200857   Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
4.2.a	Recognizes basic two-dimensional shapes.
4.2.b	Uses the names of geometric shapes when describing objects found in the environment.
4.2.c	Creates two- and three-dimensional shapes during play.
4.1.b	Uses the names of geometric shapes when describing objects found in the environment.
4.1.c	Creates two-dimensional shapes during play.
1.2.c	Identifies numerals one to 10.
1.2.a	Uses numerals and number symbols in the context of daily routines, activities, and play.
1.2.b	Uses and creates symbols to represent numbers.
1.2.d	Identifies numerals zero to ten.
1.2.e	Differentiates some written numerals from written letters.
MP.7	Look for and make use of structure.
MP.8	Look for and express regularity in repeated reasoning.
2.2.a	Recognizes patterns in the real world.

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0545200857 **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
2.2.b	Fixes simple patterns.
2.2.c	Duplicates simple patterns.
2.2.d	Extends patterns.
2.2.e	Creates patterns.
1.4.a	Compares two sets of objects using terms such as more, fewer, or the same.
1.4.b	Demonstrates the ability to match object to object in a group (One-to-one correspondence).
MP.2	Reason abstractly and quantitatively.
K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).
K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).
K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).
1.3.b	Counts a collection of up to 10 items using the last counting word to tell, "How many?"

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0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
1.3.c	Matches numerals to quantities they represent using physical models and representations.
1.1.a	Shows interest in and awareness of counting.
1.4.d	Counts a collection of up to ten items using the last counting word to tell, "How many?" (Cardinality)
1.4.e	Matches numerals to quantities using manipulatives.
1.3.a	Counts groups of objects using one-to-one correspondence (one object for each number word).
1.4.c	Counts groups of objects using a number word for each object (Rational counting).

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

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
AZ.1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
AZ.1.RI.2	Identify the main topic and retell key details of a text.
AZ.1.RI.7	Use the illustrations and details in a text to describe its key ideas.
AZ.1.RI.8	Identify the reasons an author gives to support points in a text.
AZ.1.L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
AZ.1.L.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
AZ.1.L.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
AZ.1.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
AZ.1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
AZ.2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.4.d	Use sentence–level context as a clue to the meaning of a word or phrase.
AZ.2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
AZ.2.RI.8	Describe how reasons support specific points the author makes in a text.
AZ.2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
AZ.2.L.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
AZ.2.L.3.a	Compare formal and informal uses of English.
AZ.2.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
AZ.2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
AZ.2.RL.3	Describe how characters in a story respond to major events and challenges.

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

Alignment ID	Alignment Text
AZ.2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
AZ.2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
AZ.2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
AZ.2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
AZ.2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
AZ.2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
AZ.3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
AZ.3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
AZ.3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
AZ.3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
AZ.3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
AZ.3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
AZ.3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
AZ.3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

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

Alignment ID	Alignment Text
3.L.4.c	Use sentence-level context as a clue to the meaning of a word or phrases.
AZ.3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
AZ.3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
AZ.3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
AZ.3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
AZ.3.RF.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
AZ.4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
AZ.4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
AZ.4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
AZ.4.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
AZ.4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
4.L.4.b	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
AZ.4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
AZ.4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Alignment ID	Alignment Text
AZ.4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
AZ.4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
AZ.4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
AZ.4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
AZ.4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

0545200806   Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
AZ.5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
AZ.5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
AZ.5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
AZ.5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
AZ.5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
AZ.5.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
AZ.5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
AZ.5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
5.L.4.b	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

Alignment ID   Alignment Text

AZ.5.RL.1   Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

AZ.5.RI.1   Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

AZ.5.RI.5   Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
AZ.1.L.2.a	Capitalize dates and names of people.
AZ.1.L.2.b	Use end punctuation for sentences.
1.WF.3.b.1	Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).
AZ.1.RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
AZ.1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.4.c	Use sentence–level context as a clue to the meaning of a word or phrase.
AZ.1.SL.6	Produce complete sentences when appropriate to task and situation.
AZ.1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.1.i	Produce and expand complete simple and compound sentences.
AZ.1.L.1.f	Use frequently occurring adjectives.
AZ.1.L.1.h	Use determiners (e.g., articles, demonstratives).

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

Alignment ID	Alignment Text
AZ.1.L.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.WF.3.b.3	Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).
1.L.1.e	Use frequently occurring adjectives.
1.L.1.g	Use determiners (e.g., articles, demonstratives).
AZ.1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
AZ.1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
AZ.1.W.4.a	With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
AZ.1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
2.L.1.h	Identify and use declarative, interrogative, imperative, and exclamatory sentences.
AZ.2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
AZ.2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.4.d	Use sentence–level context as a clue to the meaning of a word or phrase.
AZ.2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
AZ.2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
AZ.2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1.g	Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
AZ.2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
AZ.2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

Alignment ID	Alignment Text
AZ.2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
AZ.2.L.1.g	Write multiple sentences in an order that supports a main idea or story.
AZ.2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
AZ.2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
AZ.1.W.4.a	With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
AZ.3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
AZ.3.W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
AZ.3.L.1.i	Produce simple, compound, and complex sentences.
AZ.3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
AZ.3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
AZ.3.W.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
AZ.3.L.2.c	Use commas and quotation marks in dialogue.
AZ.3.W.2.b	Develop the topic with facts, definitions, and details.
AZ.3.L.1.j	Write multiple sentences in an order that supports a main idea or story.
3.L.1.j	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

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

Alignment ID   Alignment Text

AZ.3.W.4.a   With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graph/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
AZ.4.L.2.a	Use correct capitalization.
AZ.4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
AZ.4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
AZ.4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
AZ.4.L.1.h	Write and organize one or more paragraphs about a topic.
AZ.4.W.1.b	Provide reasons that are supported by facts and details.
AZ.4.W.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
AZ.4.W.1.d	Provide a concluding statement or section related to the opinion presented.
AZ.4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
AZ.4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
AZ.4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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

Alignment ID	Alignment Text
AZ.4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
AZ.4.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
AZ.4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.1.h	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
AZ.4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
AZ.4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
AZ.4.L.3.a	Choose words and phrases to convey ideas precisely.
AZ.4.L.3.b	Choose punctuation for effect.
AZ.4.L.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
AZ.4.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
AZ.4.W.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

Alignment ID	Alignment Text
AZ.4.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
AZ.4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.

054520075X   Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
AZ.5.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
AZ.5.L.2.a	Use punctuation to separate items in a series.
AZ.5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
AZ.5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
AZ.5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
AZ.5.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
AZ.5.W.3.e	Provide a conclusion that follows from the narrated experiences or events.
AZ.5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
AZ.5.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
AZ.5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
AZ.5.W.1.b	Provide logically ordered reasons that are supported by facts and details.

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

Alignment ID	Alignment Text
AZ.5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
AZ.5.W.1.d	Provide a concluding statement or section related to the opinion presented.
AZ.5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
AZ.5.W.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
AZ.5.W.4.a	Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
AZ.5.L.1.f.1	a topic sentence,
AZ.5.L.1.f.2	supporting details,
AZ.5.L.1.f.3	relevant information, and
AZ.5.L.1.f.4	concluding sentences.
AZ.5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Alignment ID	Alignment Text
AZ.5.W.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
AZ.5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.1.f	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
AZ.5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
AZ.5.L.5.a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
0545200741	**Scholastic Success With Traditional Cursive: Grades 2–4**
3.WF.1.a	Read and write cursive letters, upper and lower case.
3.WF.1.b	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
4.WF.1.a	Read and write cursive letters, upper and lower case.

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0545200733   **Scholastic Success With Traditional Manuscript: Grades K–1**

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
AZ.K.L.1.a	Print many upper- and lowercase letters.
AZ.1.L.1.a	Print all upper- and lowercase letters.
K.WF.1.c	Write left to right using appropriate spacing between words.
1.WF.1.a	Write upper and lower case manuscript alphabet from memory using correct letter formation.
1.WF.1.c	Write with appropriate spacing between letters and words.

0545201128   Scholastic Success With Sight Words

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
AZ.K.RF.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
AZ.K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
2.1.d	Recognizes own written name and the written names of friends and family.