

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

| | |
|----------|--|
| 11.2.4 | identifies some alphabet letters by their shapes, especially those in his or her own name. |
| 11.2.7 | demonstrates awareness that language is made up of words, parts of words, and sounds in words. |
| 6.2.PS.3 | shows an awareness of print such as pointing to familiar words or letters (print awareness). |
| 6.2.PS.4 | understands sentences are made of words and words are made of individual letters (concepts of print). |
| 6.2.PS.7 | recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge). |
| 6.2.PS.8 | recognizes most upper and lower case letters (letter knowledge). |
| 6.2.PS.9 | produces the sound of some of the letters she or he knows (phonics). |
| 6.3.PS.4 | starts to demonstrate interest in learning to write letters, especially the letters in his or her name. |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200938 | Scholastic Success With Basic Concepts |
| 7.3.PS.2 | identifies and describes two- and three-dimensional shapes. |
| 7.3.PS.4 | notices how shapes fit together and can be taken apart to form other shapes. |
| 7.1.PS.1 | recognizes small quantities (1 to 5) without counting them (subitizing). |
| 7.1.PS.2 | counts to 20 verbally. |
| 7.1.PS.3 | points and counts 10-20 objects accurately. |
| 7.1.PS.4 | makes sets of 6-10 objects and describes parts. |
| 7.1.PS.6 | identifies numerals to 10 by name. |
| 7.1.PS.5 | uses language such as more, less or the same amount to compare quantities. |
| 7.5.PS.3 | compares and orders such as most to least, same amount as, and least to most. |
| 7.2.PS.1 | recognizes, reproduces and creates patterns moving from simple to complex. |
| 7.2.PS.2 | extends patterns by predicting what comes next. |
| 7.2.PS.3 | describes patterns seen in natural and designed settings. |

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

7.4.PS.6

develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.

7.5.PS.1

sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.

7.3.PS.1

demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.

7.4.PS.2

makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.

7.3.PS.3

notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.

7.4.PS.1

sorts, classifies, and puts objects in series using a variety of properties.

11.2.4

identifies some alphabet letters by their shapes, especially those in his or her own name.

6.2.PS.3

shows an awareness of print such as pointing to familiar words or letters (print awareness).

6.2.PS.4

understands sentences are made of words and words are made of individual letters (concepts of print).

6.2.PS.7

recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).

Success With Workbooks State Standards

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Scholastic Success With Basic Concepts

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Alignment Text

6.2.PS.8

recognizes most upper and lower case letters (letter knowledge).

6.2.PS.9

produces the sound of some of the letters she or he knows (phonics).

6.3.PS.4

starts to demonstrate interest in learning to write letters, especially the letters in his or her name.

11.2.7

demonstrates awareness that language is made up of words, parts of words, and sounds in words.

6.2.PS.10

identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness-rhyme).

Success With Workbooks State Standards

054520092X **Scholastic Success With Beginning Vocabulary**

| Alignment ID | Alignment Text |
|-------------------|--|
| 054520092X | Scholastic Success With Beginning Vocabulary |
| 11.2.7 | demonstrates awareness that language is made up of words, parts of words, and sounds in words. |
| 6.2.PS.10 | identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness-rhyme). |
| 6.2.PS.11 | identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness-alliteration). |
| 11.1.1 | demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. |
| 11.2.3 | shows an awareness of environmental print such as pointing to familiar words or letters. |
| 6.1.PS.1 | demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. |
| 6.2.PS.3 | shows an awareness of print such as pointing to familiar words or letters (print awareness). |
| 11.2.5 | recognizes the printed form of his or her name in a variety of contexts. |
| 6.2.PS.5 | understands increasingly and uses a variety of words (vocabulary). |

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID

Alignment Text

0545201144**Scholastic Success With Consonants**

| | |
|-----------|--|
| 6.2.PS.10 | identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness-rhyme). |
| 6.2.PS.7 | recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge). |
| 11.2.4 | identifies some alphabet letters by their shapes, especially those in his or her own name. |
| 11.2.7 | demonstrates awareness that language is made up of words, parts of words, and sounds in words. |
| 6.2.PS.3 | shows an awareness of print such as pointing to familiar words or letters (print awareness). |
| 6.2.PS.4 | understands sentences are made of words and words are made of individual letters (concepts of print). |
| 6.2.PS.8 | recognizes most upper and lower case letters (letter knowledge). |
| 6.2.PS.9 | produces the sound of some of the letters she or he knows (phonics). |
| 6.2.PS.11 | identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness-alliteration). |

Success With Workbooks State Standards

0545201136**Scholastic Success With Vowels**

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545201136 | Scholastic Success With Vowels |
| 11.2.4 | identifies some alphabet letters by their shapes, especially those in his or her own name. |
| 6.2.PS.7 | recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge). |
| 6.2.PS.8 | recognizes most upper and lower case letters (letter knowledge). |
| 11.2.7 | demonstrates awareness that language is made up of words, parts of words, and sounds in words. |
| 6.2.PS.3 | shows an awareness of print such as pointing to familiar words or letters (print awareness). |
| 6.2.PS.4 | understands sentences are made of words and words are made of individual letters (concepts of print). |
| 6.2.PS.9 | produces the sound of some of the letters she or he knows (phonics). |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.MD.C.IA.1

Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

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

| | |
|-------|---|
| 1.A.5 | Use place value; write numbers in standard, expanded, and exponential form |
| 2.A.1 | Use standard rounding to estimate |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 4.A.1 | Locate amounts in specific cells of a table |
| 4.B.1 | Read amounts on scales of bar and line graphs |
| D.A | Students can use tables and graphs to locate and read information. |
| D.B | Students can interpret data from a variety of sources. |
| 1.A.4 | Demonstrate ways of performing operations |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.D.3 | Identify and use appropriate units of measurement |
| 1.C.1 | Identify, classify, and compare geometric figures |
| 1.C.2 | Describe geometric properties, patterns, and relationships |

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200687 | Scholastic Success With Math: Grade 4 |
| 1.A.1 | Represent, compare, and order numbers |
| 1.A.5 | Use place value; write numbers in standard, expanded, and exponential form |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 2.A.1 | Use standard rounding to estimate |
| 2.A.2 | Use order of magnitude to estimate |
| 2.A.3 | Use number sense to estimate |
| 1.1 | Understands math concepts and is able to solve word problems. Can use estimation methods and interpret data from graphs and tables. |
| 1.2 | Usually can understand math concepts and solve word problems. Often can use estimation methods and interpret data from graphs and tables. |
| 2.1 | Sometimes can understand math concepts and usually is able to solve word problems. Often can use estimation methods and interpret data from graphs and tables. |
| 2.2 | Sometimes can understand math concepts and solve word problems. Sometimes is able to use estimation methods and interpret data from graphs and tables. |

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

3.1 Sometimes can understand math concepts but seldom is able to solve word problems or use estimation methods. Sometimes can interpret data from graphs and tables.

3.2 Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

1.B.3 Explore numerical patterns

1.C.2 Describe geometric properties, patterns, and relationships

4.A.1 Locate amounts in specific cells of a table

4.B.1 Read amounts on scales of bar and line graphs

D.A Students can use tables and graphs to locate and read information.

D.B Students can interpret data from a variety of sources.

1.A.4 Demonstrate ways of performing operations

1.C.3 Apply the concepts of perimeter, area, and volume

1.C.1 Identify, classify, and compare geometric figures

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 0545200679 | Scholastic Success With Math: Grade 5 |
| 1.A.5 | Use place value; write numbers in standard, expanded, and exponential form |
| 2.A.1 | Use standard rounding to estimate |
| 1.A.1 | Represent, compare, and order numbers |
| 1.A.6 | Use and interpret operational and relational symbols |
| 2.A.2 | Use order of magnitude to estimate |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 1.A.3 | Classify numbers by divisibility |
| 1.B.3 | Explore numerical patterns |
| 1.A.4 | Demonstrate ways of performing operations |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.C.3 | Apply the concepts of perimeter, area, and volume |
| 4.B.3 | Use tables and graphs to determine rates or identify trends, understand underlying or functional relationships, and generalize or draw conclusions |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.B.1

Read amounts on scales of bar and line graphs

4.A.1

Locate amounts in specific cells of a table

D.A

Students can use tables and graphs to locate and read information.

D.B

Students can interpret data from a variety of sources.

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**

| | |
|-------|---|
| 1.A.1 | Represent, compare, and order numbers |
| 1.A.6 | Use and interpret operational and relational symbols |
| 1.B.3 | Explore numerical patterns |
| 2.A.2 | Use order of magnitude to estimate |
| 2.A.3 | Use number sense to estimate |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 1.C.1 | Identify, classify, and compare geometric figures |
| 1.C.3 | Apply the concepts of perimeter, area, and volume |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.D.2 | Estimate measurements with appropriate precision |
| 1.D.3 | Identify and use appropriate units of measurement |
| 4.A.1 | Locate amounts in specific cells of a table |

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

| Alignment ID | Alignment Text |
|--------------|---|
| 4.B.1 | Read amounts on scales of bar and line graphs |
| D.A | Students can use tables and graphs to locate and read information. |
| D.B | Students can interpret data from a variety of sources. |
| 3.A.1 | Solve single-step and multiple-step math problems |
| 1.1 | Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods. |
| 1.2 | Understands math concept, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods. |
| 2.1 | Usually can understand math concepts use estimation methods. Is able to solve word problems and interpret data from graphs and tables. |
| 2.2 | Usually can understand math concepts and solve word problems. Sometimes can use estimation methods; usually can interpret data from graphs and tables. |
| 3.1 | Sometimes can understand math concepts but seldom is able to solve word problems or use estimation methods. Rarely can interpret data from graphs and tables. |
| 3.2 | Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables. |
| 1.A.4 | Demonstrate ways of performing operations |

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

1.E.1

Apply probability concepts and counting rules

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**

| | |
|-------|---|
| 1.A.6 | Use and interpret operational and relational symbols |
| 1.B.3 | Explore numerical patterns |
| 2.A.1 | Use standard rounding to estimate |
| 2.A.2 | Use order of magnitude to estimate |
| 2.A.3 | Use number sense to estimate |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 1.C.1 | Identify, classify, and compare geometric figures |
| 1.C.3 | Apply the concepts of perimeter, area, and volume |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.D.2 | Estimate measurements with appropriate precision |
| 4.A.1 | Locate amounts in specific cells of a table |
| 4.B.1 | Read amounts on scales of bar and line graphs |

0545200652

Scholastic Success With Math Tests: Grade 4

| Alignment ID | Alignment Text |
|--------------|--|
| D.A | Students can use tables and graphs to locate and read information. |
| D.B | Students can interpret data from a variety of sources. |
| 3.A.1 | Solve single-step and multiple-step math problems |
| 3.B.1 | Choose a method for solving a problem |
| C.A | Students can solve math problems. |
| C.B | Students can understand and apply problem-solving approaches and procedures. |
| 1.1 | Understands math concepts and is able to solve word problems. Can use estimation methods and interpret data from graphs and tables. |
| 1.2 | Usually can understand math concepts and solve word problems. Often can use estimation methods and interpret data from graphs and tables. |
| 2.1 | Sometimes can understand math concepts and usually is able to solve word problems. Often can use estimation methods and interpret data from graphs and tables. |
| 2.2 | Sometimes can understand math concepts and solve word problems. Sometimes is able to use estimation methods and interpret data from graphs and tables. |
| 3.1 | Sometimes can understand math concepts but seldom is able to solve word problems or use estimation methods. Sometimes can interpret data from graphs and tables. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.2

Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

1.A.4

Demonstrate ways of performing operations

1.E.1

Apply probability concepts and counting rules

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

| | |
|-------|---|
| 1.A.2 | Describe and apply properties of numbers |
| 1.B.3 | Explore numerical patterns |
| 2.A.1 | Use standard rounding to estimate |
| A.A | Students can understand and apply number properties and operations. |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 1.C.1 | Identify, classify, and compare geometric figures |
| 1.C.3 | Apply the concepts of perimeter, area, and volume |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.D.2 | Estimate measurements with appropriate precision |
| 4.A.1 | Locate amounts in specific cells of a table |
| 4.B.1 | Read amounts on scales of bar and line graphs |
| D.A | Students can use tables and graphs to locate and read information. |

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID | Alignment Text |
|--------------|--|
| D.B | Students can interpret data from a variety of sources. |
| 3.A.1 | Solve single-step and multiple-step math problems |
| 3.B.1 | Choose a method for solving a problem |
| C.A | Students can solve math problems. |
| C.B | Students can understand and apply problem-solving approaches and procedures. |
| 1.1 | Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods. |
| 1.2 | Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods. |
| 2.1 | Usually can understand math concepts and solve word problems. Often can use estimation methods and interpret data from graphs and tables. |
| 2.2 | Usually can understand math concepts. Sometimes is able to solve word problems, use estimation methods, and interpret data from graphs and tables. |
| 3.1 | Sometimes can understand math concepts, solve word problems, use estimation methods, and interpret data from graphs and tables. |
| 3.2 | Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables. |

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

Alignment ID

Alignment Text

1.A.4

Demonstrate ways of performing operations

1.E.1

Apply probability concepts and counting rules

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**

| | |
|-------|---|
| 1.A.2 | Describe and apply properties of numbers |
| 1.A.5 | Use place value; write numbers in standard, expanded, and exponential form |
| 1.B.3 | Explore numerical patterns |
| 2.A.1 | Use standard rounding to estimate |
| A.A | Students can understand and apply number properties and operations. |
| B.A | Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense. |
| 1.C.1 | Identify, classify, and compare geometric figures |
| 1.C.3 | Apply the concepts of perimeter, area, and volume |
| 1.D.1 | Measure length/distance, time, temperature, weight, mass, and volume |
| 1.D.2 | Estimate measurements with appropriate precision |
| 4.A.1 | Locate amounts in specific cells of a table |
| 4.B.1 | Read amounts on scales of bar and line graphs |

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

| Alignment ID | Alignment Text |
|--------------|--|
| D.A | Students can use tables and graphs to locate and read information. |
| D.B | Students can interpret data from a variety of sources. |
| 3.A.1 | Solve single-step and multiple-step math problems |
| 3.B.1 | Choose a method for solving a problem |
| C.A | Students can solve math problems. |
| C.B | Students can understand and apply problem-solving approaches and procedures. |
| 1.1 | Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods. |
| 1.2 | Understands math concepts and solves word problems. Usually can use estimation methods and interpret data from graphs and tables. |
| 2.1 | Usually can understand math concepts, solve word problems, and interpret data from graphs and tables. Sometimes can use estimation methods. |
| 2.2 | Usually can understand math concepts and interpret data from graphs and tables. Sometimes is able to solve word problems and use estimation methods. |
| 3.1 | Sometimes can understand math concepts, solve word problems, and interpret data from graphs and tables. Seldom can use estimation methods. |

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.2

Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

1.A.4

Demonstrate ways of performing operations

1.E.1

Apply probability concepts and counting rules

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.H.1 | Identify the author’s views or purpose |
| 1.A.1 | Understand stated information |
| 1.C.1 | Draw conclusions, make inferences, and deduce meaning |
| 1.G.1 | Students can determine the main idea of a text |
| A.A | Students can understand stated information they have read. |
| A.C | Students can draw conclusions, make inferences, and deduce meaning. |
| A.F | Students can interpret nonliteral language used in a text. |
| A.G | Students can determine the main idea of a text. |
| A.H | Students can identify the writer’s views or purpose. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Usually can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

| | |
|-------|--|
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure. |
| 2.2 | Usually understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure. |
| 3.1 | Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas and analyze aspects of its style and structure. |
| 3.2 | Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure. |
| 1.B.1 | Determine the meaning of new words from their context |
| A.B | Students can determine the meaning of new words from their context. |

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 |
| 1.H.1 | Identify the author’s views or purpose |
| A.H | Students can identify the writer’s views or purpose. |
| 1.A.1 | Understand stated information |
| 1.C.1 | Draw conclusions, make inferences, and deduce meaning |
| 1.G.1 | Determine the main idea of a text |
| A.A | Students can understand stated information they have read. |
| A.C | Students can draw conclusions, make inferences, and deduce meaning. |
| A.F | Students can interpret nonliteral language used in a text. |
| A.G | Students can determine the main idea of a text. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Usually can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

| | |
|-------|--|
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection's main ideas and analyze its style and structure. |
| 2.2 | Usually understands factual information and new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure. |
| 3.1 | Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure. |
| 3.2 | Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure. |
| 1.B.1 | Determine the meaning of new words from their context |
| A.B | Students can determine the meaning of new words from their context. |

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 |
| 1.A.1 | Understand stated information |
| 1.D.1 | Infer traits, feelings, and motives of characters |
| 1.G.1 | Determine the main idea of a text |
| 1.H.1 | Identify the author’s views or purpose |
| A.A | Students can understand stated information they have read. |
| A.D | Students can infer traits, feelings, and motives of characters. |
| A.F | Students can interpret nonliteral language used in a text. |
| A.G | Students can determine the main idea of a text. |
| A.H | Students can identify the writer’s views or purpose. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

| | |
|-------|---|
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |
| 2.2 | Usually understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection’s main ideas and analyze its style and structure. |
| 3.1 | Sometimes understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Seldom can determine a selection’s main ideas and analyze aspects of its style and structure. |
| 3.2 | Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection’s main ideas or analyze aspects of its style and structure. |
| 1.B.1 | Determine the meaning of new words from their context |
| 1.C.1 | Draw conclusions, make inferences, and deduce meaning |
| A.B | Students can determine the meaning of new words from their context. |
| A.C | Students can draw conclusions, make inferences, and deduce meaning. |

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

| | |
|-------|---|
| 1.F.1 | Interpret nonliteral language |
| 1.A.1 | Understand stated information |
| 1.D.1 | Infer traits, feelings, and motives of characters |
| 1.G.1 | Determine the main idea of a text |
| 1.H.1 | Identify the author’s views or purpose |
| A.A | Students can understand stated information they have read. |
| A.D | Students can infer traits, feelings, and motives of characters. |
| A.F | Students can interpret nonliteral language used in a text. |
| A.G | Students can determine the main idea of a text. |
| A.H | Students can identify the writer’s views or purpose. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

| | |
|-------|---|
| 1.2 | Usually understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection's main ideas and analyze its style and structure. |
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure. |
| 2.2 | Sometimes understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure. |
| 3.1 | Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze aspects of its style and structure. |
| 3.2 | Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure. |
| 1.B.1 | Determine the meaning of new words from their context |
| 1.C.1 | Draw conclusions, make inferences, and deduce meaning |
| A.B | Students can determine the meaning of new words from their context. |
| A.C | Students can draw conclusions, make inferences, and deduce meaning. |



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

1.A.4

Demonstrate ways of performing operations

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**

A.A

Students can understand and apply number properties and operations.

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**

1.A.4

Demonstrate ways of performing operations

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.A.4

Demonstrate ways of performing operations

Success With Workbooks State Standards

0545200857**Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

0545200857**Scholastic Success With Numbers & Concepts**

| | |
|----------|---|
| 7.3.PS.2 | identifies and describes two- and three-dimensional shapes. |
| 7.1.PS.6 | identifies numerals to 10 by name. |
| 7.2.PS.1 | recognizes, reproduces and creates patterns moving from simple to complex. |
| 7.2.PS.2 | extends patterns by predicting what comes next. |
| 7.2.PS.3 | describes patterns seen in natural and designed settings. |
| 7.1.PS.5 | uses language such as more, less or the same amount to compare quantities. |
| 7.5.PS.3 | compares and orders such as most to least, same amount as, and least to most. |
| 7.1.PS.3 | points and counts 10-20 objects accurately. |
| 7.1.PS.4 | makes sets of 6-10 objects and describes parts. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

| Alignment ID | Alignment Text |
|-------------------|---|
| 0545200822 | Scholastic Success With Reading Comprehension: Grade 3 |
| 1.G.1 | Students can determine the main idea of a text |
| A.G | Students can determine the main idea of a text. |
| 1.B.1 | Determine the meaning of new words from their context |
| A.B | Students can determine the meaning of new words from their context. |
| 1.D.1 | Infer traits, feelings, and motives of characters |
| A.D | Students can infer traits, feelings, and motives of characters. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Usually can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

2.2

Usually understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure.

3.1

Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas and analyze aspects of its style and structure.

3.2

Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure.

1.C.1

Draw conclusions, make inferences, and deduce meaning

A.C

Students can draw conclusions, make inferences, and deduce meaning.

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

| | |
|-------|---|
| 1.B.1 | Determine the meaning of new words from their context |
| A.B | Students can determine the meaning of new words from their context. |
| 1.D.1 | Infer traits, feelings, and motives of characters |
| A.D | Students can infer traits, feelings, and motives of characters. |
| 1.G.1 | Determine the main idea of a text |
| A.G | Students can determine the main idea of a text. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection's main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Usually can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection's main ideas and analyze its style and structure. |
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection's main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

2.2

Usually understands factual information and new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure.

3.1

Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure.

3.2

Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure.

1.C.1

Draw conclusions, make inferences, and deduce meaning

A.C

Students can draw conclusions, make inferences, and deduce meaning.

1.H.1

Identify the author's views or purpose

A.H

Students can identify the writer's views or purpose.

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

| | |
|-------|--|
| 1.G.1 | Determine the main idea of a text |
| A.G | Students can determine the main idea of a text. |
| 1.B.1 | Determine the meaning of new words from their context |
| A.B | Students can determine the meaning of new words from their context. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |
| 2.2 | Usually understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection’s main ideas and analyze its style and structure. |

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

3.2

Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas or analyze aspects of its style and structure.

1.C.1

Draw conclusions, make inferences, and deduce meaning

A.C

Students can draw conclusions, make inferences, and deduce meaning.

3.1

Sometimes understands factual information or new words in context. Sometimes is able to make inferences and interpret either non-literal language or information in new contexts. Seldom can determine a selection's main ideas and analyze aspects of its style and structure.

1.D.1

Infer traits, feelings, and motives of characters

A.D

Students can infer traits, feelings, and motives of characters.

1.H.1

Identify the author's views or purpose

A.H

Students can identify the writer's views or purpose.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.F.1

Interpret nonliteral language

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

| Alignment ID | Alignment Text |
|-------------------|--|
| 054520075X | Scholastic Success With Writing: Grade 5 |
| 1.F.1 | Interpret nonliteral language |
| A.F | Students can interpret nonliteral language used in a text. |
| 1.1 | Understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 1.2 | Usually understands factual information and new words in context. Can make inferences and interpret either non-literal language or information in new contexts. Can determine a selection’s main ideas and analyze its style and structure. |
| 2.1 | Usually understands factual information and new words in context. Often can make inferences and interpret either non-literal language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure. |
| 2.2 | Usually understands factual information and new words in context. Often is able to make inferences and interpret either non-literal language or information in new contexts. Sometimes can determine a selection’s main ideas and analyze its style and structure. |
| 3.2 | Seldom understands factual information or new words in context. Rarely is able to make inferences or to interpret either non-literal language or information in new contexts. Seldom can determine a selection’s main ideas or analyze aspects of its style and structure. |

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

11.2.5

recognizes the printed form of his or her name in a variety of contexts.