

Success With Workbooks State Standards

0545200946**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELA-Literacy.L.K.1a	Print many upper- and lowercase letters.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
Math.Content.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.
Math.Content.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.
Math.Content.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
K.CC.B.5.a	Count objects up to 20, arranged in a line, a rectangular array, or a circle.
K.CC.B.5.b	Count objects up to 10 in a scattered configuration.
K.CC.B.5.c	When given a number from 1-20, count out that many objects.
K.NBT.A.1.b	Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).
ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELA-Literacy.L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.

Success With Workbooks State Standards

0545200938**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

ELA-Literacy.RF.K.1d

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

ELA-Literacy.L.K.1a

Print many upper- and lowercase letters.

ELA-Literacy.RF.K.2a

Recognize and produce rhyming words.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
ELA-Literacy.RF.K.2d	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/.)
ELA-Literacy.L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELA-Literacy.L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
ELA-Literacy.RF.K.2a	Recognize and produce rhyming words.
ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELA-Literacy.RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
ELA-Literacy.RF.K.2d	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/.)
ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
ELA-Literacy.RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELA-Literacy.L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
ELA-Literacy.RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
ELA-Literacy.RF.K.2d	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/.)
ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
ELA-Literacy.RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELA-Literacy.L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

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

1.NBT.C.4.a

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation.

1.NBT.C.4.b

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.MD.D.5

Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

Math.Content.2.NBT.

100 can be thought of as a bundle of ten tens - called a "hundred."

Math.Content.2.NBT.

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).

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

0545200695

Scholastic Success With Math: Grade 3

Math.Content.3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
Math.Content.3.NF.A.3b	Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
3.MD.A.1.a	Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

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

Math.Content.4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
Math.Content.4.NF.B.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
Math.Content.4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
Math.Content.4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4.MD.D.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
Math.Content.5.NF.B.4a	Interpret the product (
Math.Content.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.
Math.Content.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 (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NF.B.5.c	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.B.5.d	Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
Math.Content.5.NBT.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Math.Content.5.NBT.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Math.Content.5.NF.B.4b	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.

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

Alignment ID

Alignment Text

5.NF.B.4.c

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.

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
Math.Content.3.NF.A.3b	Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
Math.Content.3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
Math.Content.3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
Math.Content.3.MD.	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.
Math.Content.3.MD.	A plane figure which can be covered without gaps or overlaps by
Math.Content.3.MD.	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
3.MD.A.1.a	Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.

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**

4.OA.B.4.a

Find all factor pairs for a given whole number.

4.OA.B.4.b

Recognize that a given whole number is a multiple of each of its factors.

4.MD.D.8

Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Math.Content.4.NF.B.3a

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Math.Content.4.NF.B.3d

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

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
Math.Content.5.NBT.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Math.Content.5.NBT.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Math.Content.5.MD.	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.
Math.Content.5.NF.B.4b	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.
Math.Content.5.MD.	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.
Math.Content.5.MD.	A solid figure which can be packed without gaps or overlaps using
5.NF.B.4.c	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.
Math.Content.5.NF.B.4a	Interpret the product (

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0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
Math.Content.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.
Math.Content.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 (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NF.A.2.a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.
5.NF.B.5.c	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.B.5.d	Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

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
Math.Content.6.RP.A.3d	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Math.Content.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.
Math.Content.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 problems involving finding the whole, given a part and the percent.
Math.Content.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.
Math.Content.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.
Math.Content.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.

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
ELA-Literacy.RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
ELA-Literacy.RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
ELA-Literacy.RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA-Literacy.L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA-Literacy.L.3.4b	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).
ELA-Literacy.L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
ELA-Literacy.L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
ELA-Literacy.L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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

ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in 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
ELA-Literacy.L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
ELA-Literacy.W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA-Literacy.RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA-Literacy.W.5.9b	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]”).
ELA-Literacy.L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
ELA-Literacy.L.5.5a	Interpret figurative language, including similes and metaphors, in context.
ELA-Literacy.L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
ELA-Literacy.L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
ELA-Literacy.L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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
ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
ELA-Literacy.L.6.4d	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).
ELA-Literacy.L.6.5a	Interpret figures of speech (e.g., personification) in context.
ELA-Literacy.L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
ELA-Literacy.L.6.4a	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.
ELA-Literacy.L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
ELA-Literacy.L.1.2b	Use end punctuation for sentences.
ELA-Literacy.L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA-Literacy.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA-Literacy.L.1.1b	Use common, proper, and possessive nouns.
ELA-Literacy.L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
ELA-Literacy.L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
ELA-Literacy.L.1.1f	Use frequently occurring adjectives.
ELA-Literacy.L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
ELA-Literacy.L.1.1h	Use determiners (e.g., articles, demonstratives).
ELA-Literacy.L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
ELA-Literacy.L.1.1e	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).

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID

Alignment Text

ELA-Literacy.L.1.5d

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.

ELA-Literacy.RF.1.1a

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

ELA-Literacy.L.1.2a

Capitalize dates and names of people.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
ELA-Literacy.L.2.2a	Capitalize holidays, product names, and geographic names.
ELA-Literacy.L.2.1f	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).
ELA-Literacy.L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
ELA-Literacy.L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.
ELA-Literacy.L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
ELA-Literacy.L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
ELA-Literacy.L.3.1b	Form and use regular and irregular plural nouns.
ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
ELA-Literacy.L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELA-Literacy.L.3.1i	Produce simple, compound, and complex sentences.
ELA-Literacy.L.3.2d	Form and use possessives.
ELA-Literacy.L.3.2b	Use commas in addresses.
ELA-Literacy.L.3.2c	Use commas and quotation marks in dialogue.
ELA-Literacy.L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELA-Literacy.L.3.1d	Form and use regular and irregular verbs.
ELA-Literacy.L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	Scholastic Success With Grammar: Grade 4
ELA-Literacy.L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ELA-Literacy.L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
ELA-Literacy.L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
ELA-Literacy.L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
ELA-Literacy.L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELA-Literacy.L.4.1e	Form and use prepositional phrases.
ELA-Literacy.L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.
ELA-Literacy.L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	Scholastic Success With Grammar: Grade 5
ELA-Literacy.L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA-Literacy.L.5.1d	Recognize and correct inappropriate shifts in verb tense.
ELA-Literacy.L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
ELA-Literacy.L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.
ELA-Literacy.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA-Literacy.L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.
ELA-Literacy.L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
ELA-Literacy.L.5.2a	Use punctuation to separate items in a series.
ELA-Literacy.L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
ELA-Literacy.L.5.2c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

Math.Content.5.MD.

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.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.NBT.C.4.a

Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation.

1.NBT.C.4.b

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.



Success With Workbooks State Standards

0545200903

Scholastic Success With Contemporary Manuscript: Grades K–1

Alignment ID

Alignment Text

0545200903

Scholastic Success With Contemporary Manuscript: Grades K–1

ELA-Literacy.L.K.1a

Print many upper- and lowercase letters.

ELA-Literacy.L.1.1a

Print all upper- and lowercase letters.

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
Math.Content.5.NF.B.4b	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.OA.A.2	Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them.
5.NF.A.2.b	Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers.
5.NF.B.4.c	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.
5.NF.B.4.d	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.A.2.a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.
Math.Content.5.NF.B.4a	Interpret the product (
Math.Content.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.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
Math.Content.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 (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence
5.NF.B.5.c	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.B.5.d	Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
Math.Content.5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.
Math.Content.5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
Math.Content.5.NBT.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
Math.Content.5.NBT.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID

Alignment Text

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

Math.Content.4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

Math.Content.4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Math.Content.4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

Math.Content.4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Math.Content.3.MD.	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.
Math.Content.3.MD.	A plane figure which can be covered without gaps or overlaps by
Math.Content.3.MD.	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.
Math.Content.3.MD.C.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

Math.Content.4.NF.B.4a Understand a fraction

Math.Content.4.NF.B.4b Understand a multiple of

4.OA.B.4.b Recognize that a given whole number is a multiple of each of its factors.

4.OA.B.4.c Determine whether a given whole number is a multiple of a given one-digit number.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

0545200857

Scholastic Success With Numbers & Concepts

Math.Content.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.

Math.Content.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.

Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5.a Count objects up to 20, arranged in a line, a rectangular array, or a circle.

K.CC.B.5.b Count objects up to 10 in a scattered configuration.

K.CC.B.5.c When given a number from 1-20, count out that many objects.

K.NBT.A.1.b Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

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

RL.1.2a

Retell stories, including key details.

RL.1.2b

Recognize and understand the central message or lesson.

ELA-Literacy.L.1.5a

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

ELA-Literacy.L.1.5b

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).

ELA-Literacy.L.1.5c

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

ELA-Literacy.RF.1.4c

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

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.2.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

ELA-Literacy.L.2.5a

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

ELA-Literacy.L.2.3a

Compare formal and informal uses of English.

ELA-Literacy.RF.2.4c

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

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**

ELA-Literacy.RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA-Literacy.L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA-Literacy.L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
ELA-Literacy.RF.3.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.RF.4.4c

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

ELA-Literacy.L.4.4a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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**

ELA-Literacy.L.5.3b

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

ELA-Literacy.RF.5.4c

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

ELA-Literacy.L.5.4a

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

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
ELA-Literacy.L.1.2a	Capitalize dates and names of people.
ELA-Literacy.L.1.2b	Use end punctuation for sentences.
ELA-Literacy.RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA-Literacy.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
ELA-Literacy.L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA-Literacy.L.1.1f	Use frequently occurring adjectives.
ELA-Literacy.L.1.1h	Use determiners (e.g., articles, demonstratives).
ELA-Literacy.L.1.5d	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.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

0545200784

Scholastic Success With Writing: Grade 2

ELA-Literacy.L.2.4a

Use sentence-level context as a clue to the meaning of a word or phrase.

ELA-Literacy.L.2.1e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

ELA-Literacy.L.2.1f

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).

ELA-Literacy.L.2.1d

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

ELA-Literacy.L.2.5b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
ELA-Literacy.W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy.L.3.1i	Produce simple, compound, and complex sentences.
ELA-Literacy.L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
ELA-Literacy.L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
ELA-Literacy.W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
ELA-Literacy.L.3.2c	Use commas and quotation marks in dialogue.
ELA-Literacy.W.3.2b	Develop the topic with facts, definitions, and details.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
ELA-Literacy.L.4.2a	Use correct capitalization.
ELA-Literacy.L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.
ELA-Literacy.L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ELA-Literacy.W.4.1b	Provide reasons that are supported by facts and details.
ELA-Literacy.W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
ELA-Literacy.W.4.1d	Provide a concluding statement or section related to the opinion presented.
ELA-Literacy.W.4.2a	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.
ELA-Literacy.W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA-Literacy.W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
ELA-Literacy.W.4.2e	Provide a concluding statement or section related to the information or explanation presented.
ELA-Literacy.W.4.1a	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.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
ELA-Literacy.L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
ELA-Literacy.L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
ELA-Literacy.L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
ELA-Literacy.L.4.3b	Choose punctuation for effect.
ELA-Literacy.L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA-Literacy.W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy.W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
ELA-Literacy.W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy.L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
ELA-Literacy.W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
ELA-Literacy.L.5.2a	Use punctuation to separate items in a series.
ELA-Literacy.L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.
ELA-Literacy.L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
ELA-Literacy.L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
ELA-Literacy.W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
ELA-Literacy.W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
ELA-Literacy.W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA-Literacy.W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ELA-Literacy.W.5.1a	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.
ELA-Literacy.W.5.1b	Provide logically ordered reasons that are supported by facts and details.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
ELA-Literacy.W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA-Literacy.W.5.1d	Provide a concluding statement or section related to the opinion presented.
ELA-Literacy.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA-Literacy.W.5.2a	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.
ELA-Literacy.W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
ELA-Literacy.L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
ELA-Literacy.L.5.5a	Interpret figurative language, including similes and metaphors, in context.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.K.1a

Print many upper- and lowercase letters.

ELA-Literacy.L.1.1a

Print all upper- and lowercase letters.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
