

## Success With Workbooks State Standards

0545200946

**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

**0545200946****Scholastic Success With Alphabet**

RF.MA.1.d

Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.

L.K.2.a

Print upper- and lowercase letters.

RL.7.1

see alphabet letters displayed at children's eye level.

RL.7.2

examine upper and lower case letter shapes by their spatial features (e.g., a lower case "a" can appear differently) using laminated alphabet letters printed in various fonts, alphabet sorting boxes, alphabet books.

RL.7.3

explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).

RL.7.4

create letters with materials such as finger paint, string, yarn, clay, pipe cleaners.

RL.7.5

listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.

RL.7.11

use alphabet stamps, magnetic letters, alphabet blocks.

C.18.5

receive guidance from adults in appropriate formation of letters (if requested by children).

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

**0545200938****Scholastic Success With Basic Concepts**

PK.G.A.MA.2

Identify various two-dimensional shapes using appropriate language.

SS.10.2

place unit blocks on top of their silhouettes.

SS.10.4

eat snacks cut in various shapes; cut cookie dough into basic shapes.

SS.10.6

find examples of basic shapes such as circle, square, triangle, and rectangle in the environment (e.g., go on a "shape walk" indoors or outdoors to find examples of basic shapes in buildings, in the classroom, in nature).

SS.10.7

locate individual objects in pictures composed of overlapping shapes or find shapes in magazine illustrations, picture books (e.g., I Spy books).

SS.11.7

identify shapes in different orientations (a triangle is still a triangle even though it's turned in different directions).

NS.5.2

match whole objects to similar objects that have been broken or cut in half.

L.MA.1.g

Use vocabulary in the Massachusetts Curriculum Framework for Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.

PK.CC.A.MA.1

Listen to and say the names of numbers in meaningful contexts.

PK.CC.A.MA.2

Recognize and name written numerals 0–10.

PK.CC.B.MA.3

Understand the relationships between numerals and quantities up to ten.

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

PK.CC.C.MA.4

Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.

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L.4.1

select an object from a collection of common items, identify it, then use specific words to describe it (e.g., in terms of color, shape, size, use).

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NS.1.3

count concrete objects for a meaningful purpose (e.g., three crackers for snack; two eyes to glue on the bunny; three steps down to the playground).

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NS.4.5

figure out how many blocks they have altogether when they join two sets or how many blocks are needed to make two towers the same size.

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NS.4.6

see and discuss meaningful examples of the concept of "none" (e.g., you have two cookies left, I have none).

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PK.CC.C.MA.5

Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.

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NS.4.1

distribute and compare concrete objects in meaningful ways (e.g., which bucket has more rocks in it; how many more napkins are needed for everyone at the table).

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PR.9.3

find patterns in their everyday environment (plaid, stripes, checks on clothing, floors or walls).

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PR.9.5

manipulate objects in and out of patterns.

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PR.9.6

recognize and predict word patterns in familiar rhythms, music or stories.

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## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RL.MA.2	With prompting and support, retell a sequence of events from a story read aloud.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.PK.2	With prompting and support, retell a sequence of events from a story read aloud.
RL.10.2	arrange illustrations of key incidents from the story in order of what happened first, next.
NS.3.1	place concrete objects such as nesting or stacking cups, boxes, or dolls in a row and identify their position as first, second, third.
NS.3.4	arrange illustrations from a story or photographs of class events or daily routines in sequence.
PK.MD.A.MA.1	Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).
PK.MD.A.MA.2	Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.
SS.12.1	compare and describe objects according to a single attribute (e.g., which is bigger, smaller, taller, longer, shorter, same length, wider, narrower, thicker, thinner, deeper, shallower, lighter, heavier, holds less, or holds the same amount).
SS.12.4	build structures with blocks and compare their length or height.
SS.12.5	string beads and compare the length of two necklaces.

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

M.13.1

estimate how many steps it will take to cross the room or the sandbox; how many small containers it will take to fill a larger one, how many mosaic tiles it will take to fill the board; which cup contains more beans.

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M.14.2

measure the length of a table using their hands.

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M.14.5

compare the length of two play dough snakes or the height of two block towers using their hands.

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NS.6.3

separate coins by color and size.

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PR.8.1

sort parquetry blocks or string beads by size, shape, color, or texture (e.g., big circles/small circles; blue squares/blue circles; big yellow squares/small yellow squares).

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PK.G.A.MA.1

Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).

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NS.3.3

use ordinal numbers and positional words (e.g., before/after; first, second, third) to describe the order of daily activities.

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SS.11.1

illustrate position and relative distance among objects/locations using classroom materials or outdoor equipment (e.g., up, down, high, low, above, below, in front of, behind, beside, near, far, next to, apart, together).

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SS.11.2

move their bodies in space by following verbal instructions through an obstacle course (e.g., crawl under the table, walk around the jungle gym; jump over the block).

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SS.11.3

follow or use directional language related to daily routines and activities or in dance recordings (e.g., "Put your hands up, down, over your head.").

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Success With Workbooks State Standards

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
SS.11.4	locate objects based on directional words (e.g., it's next to the ball; under the basket).
PR.7.3	listen to and use words that describe the characteristics of objects (e.g., big, small, tall, short, narrow, thick, thin, deep, shallow, round, flat, straight, crooked, heavy, light).
SS.10.3	feel and describe parquetry blocks, then try to identify them without looking.
RF.MA.3.c	Recognize one's own name and familiar common signs and labels (e.g., STOP).
RF.PK.3.c	Recognize their own name and familiar common signs and labels (e.g., STOP).
RL.7.6	observe print (or Braille as appropriate) in everyday activities and routines including labels on objects and materials; captions on children's projects or photographs of children's activities; nametags on cubbies and coat hooks.
L.MA.5.a	Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).
PK.MD.B.MA.3	Sort, categorize, and classify objects by more than one attribute.
L.4.2	generate collections of words that can be used to describe categories of words (e.g., footwear could include sneakers, shoes, boots, sandals, socks, slippers).
L.4.5	use a feely box or texture board to name, sort, and categorize various objects.
L.4.7	participate in webbing experiences that expand, break down, and link familiar concepts (e.g., thinking of many words/concepts related to a specific topic such as dogs).

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## Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
PR.7.1	describe the size, shape, color, and texture of everyday materials such as pasta, rocks, shells, unit blocks, attribute blocks, parquetry blocks, crackers.
PR.7.2	play games that include identifying (pointing to, selecting, or naming) a specified object from a group of objects (e.g., lotto, concentration cards).
L.MA.4.a	With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.3	look at illustrations to gain clues to the meaning of new or confusing words.
RL.7.9	associate pictorial symbols with objects or actions (e.g., picture recipes; rebus stories).
RL.9.2	listen to letters matched with sounds in meaningful contexts (e.g., "Look, the word on your shoe starts with N – Nike, just like your name, Nicholas.>").
RL.9.4	select alphabet letters that match with their sounds ("Find the letter that says "mmmmm.>").
RF.MA.1.d	Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.
L.K.2.a	Print upper- and lowercase letters.
RL.7.1	see alphabet letters displayed at children's eye level.

## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

RL.7.2

examine upper and lower case letter shapes by their spatial features (e.g., a lower case “a” can appear differently) using laminated alphabet letters printed in various fonts, alphabet sorting boxes, alphabet books.

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RL.7.3

explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).

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RL.7.4

create letters with materials such as finger paint, string, yarn, clay, pipe cleaners.

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RL.7.5

listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.

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RL.7.11

use alphabet stamps, magnetic letters, alphabet blocks.

---

C.18.5

receive guidance from adults in appropriate formation of letters (if requested by children).

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RF.MA.2.a

With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

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L.5.3

freely play with language (e.g., making up nonsense words that rhyme).

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RL.8.5

fill in rhyming words in stories, poems and songs (e.g., make up new words to the song Down by the Bay... did you ever see a moose kissing a goose).

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RL.8.7

use finger plays, games, poems, and stories that include rhyme and alliteration to develop an awareness of differences in spoken words, syllables, and sounds.

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## Success With Workbooks State Standards

**0545200938****Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

RL.9.3

play guessing games using letter sounds (“I spy something that begins with rrrrrr.”).

RL.14.4

contribute real or nonsense words that fit rhythm and rhymes in poems, songs, nursery rhymes.

RL.12.2

talk about real versus make-believe characteristics (e.g., do rabbits wear clothing?).

Success With Workbooks State Standards

054520092X

**Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
<b>054520092X</b>	<b>Scholastic Success With Beginning Vocabulary</b>
L.PK.1.a	Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).
L.K.1.a	Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality).
L.4.3	look at illustrations to gain clues to the meaning of new or confusing words.
RL.7.9	associate pictorial symbols with objects or actions (e.g., picture recipes; rebus stories).
L.4.1	select an object from a collection of common items, identify it, then use specific words to describe it (e.g., in terms of color, shape, size, use).
L.4.4	examine familiar objects closely, then more closely, adding descriptors with increasing detail (e.g., a child’s shoe; a flower).
L.4.6	play guessing games in which children use descriptors (“I’m thinking of something round.”).
RL.15.3	describe everyday experiences using sensory language (e.g., “the play dough felt sticky;” “the cotton is soft;” “the sandpaper is scratchy”).
RF.MA.2.a	With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RF.MA.2.c	Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.
RF.MA.3.a	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").
RF.PK.3.a	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").
L.5.3	freely play with language (e.g., making up nonsense words that rhyme).
RL.8.4	find pictures or think of words that begin with a specific initial sound.
RL.8.5	fill in rhyming words in stories, poems and songs (e.g., make up new words to the song Down by the Bay... did you ever see a moose kissing a goose).
RL.8.7	use finger plays, games, poems, and stories that include rhyme and alliteration to develop an awareness of differences in spoken words, syllables, and sounds.
RL.9.3	play guessing games using letter sounds ("I spy something that begins with rrrrrr.").
RL.9.5	hear specific letter sounds in the beginning, middle, and at the end of words.
RL.14.4	contribute real or nonsense words that fit rhythm and rhymes in poems, songs, nursery rhymes.

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RL.MA.2	With prompting and support, retell a sequence of events from a story read aloud.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.10.2	arrange illustrations of key incidents from the story in order of what happened first, next.
RL.12.2	talk about real versus make-believe characteristics (e.g., do rabbits wear clothing?).
L.MA.4.a	With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.4.8	hear new words introduced at the beginning of a story or activity, and reviewed at the end.
RL.7.6	observe print (or Braille as appropriate) in everyday activities and routines including labels on objects and materials; captions on children’s projects or photographs of children’s activities; nametags on cubbies and coat hooks.
L.MA.1.g	Use vocabulary in the Massachusetts Curriculum Framework for Mathematics pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.
L.MA.5.c	Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
L.MA.6	Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.
L.5.1	use new vocabulary introduced through book reading in their play.
RF.MA.3.c	Recognize one's own name and familiar common signs and labels (e.g., STOP).
L.MA.5.a	Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
L.4.2	generate collections of words that can be used to describe categories of words (e.g., footwear could include sneakers, shoes, boots, sandals, socks, slippers).
L.4.5	use a feely box or texture board to name, sort, and categorize various objects.
L.4.7	participate in webbing experiences that expand, break down, and link familiar concepts (e.g., thinking of many words/concepts related to a specific topic such as dogs).
RL.15.2	participate in a wide variety of sensory experiences that reinforce sensory vocabulary (e.g., fluffy shaving cream, sticky glue).

Success With Workbooks State Standards

0545201144

**Scholastic Success With Consonants**

Alignment ID	Alignment Text
<b>0545201144</b>	<b>Scholastic Success With Consonants</b>
RF.MA.2.a	With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
L.5.3	freely play with language (e.g., making up nonsense words that rhyme).
RL.8.5	fill in rhyming words in stories, poems and songs (e.g., make up new words to the song Down by the Bay... did you ever see a moose kissing a goose).
RL.8.7	use finger plays, games, poems, and stories that include rhyme and alliteration to develop an awareness of differences in spoken words, syllables, and sounds.
RL.14.4	contribute real or nonsense words that fit rhythm and rhymes in poems, songs, nursery rhymes.
RF.MA.1.d	Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.
RL.7.2	examine upper and lower case letter shapes by their spatial features (e.g., a lower case "a" can appear differently) using laminated alphabet letters printed in various fonts, alphabet sorting boxes, alphabet books.
RL.7.5	listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.
RF.MA.2.c	Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

Alignment ID

Alignment Text

RF.MA.3.a

Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").

L.K.2.d

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

RL.7.1

see alphabet letters displayed at children's eye level.

RL.7.3

explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).

RL.7.11

use alphabet stamps, magnetic letters, alphabet blocks.

RL.8.4

find pictures or think of words that begin with a specific initial sound.

RL.9.1

compare the similarities in sounds of words and letters.

RL.9.2

listen to letters matched with sounds in meaningful contexts (e.g., "Look, the word on your shoe starts with N – Nike, just like your name, Nicholas.>").

RL.9.3

play guessing games using letter sounds ("I spy something that begins with rrrrrr.>").

RL.9.4

select alphabet letters that match with their sounds ("Find the letter that says "mmmmm.>").

RL.9.5

hear specific letter sounds in the beginning, middle, and at the end of words.

Success With Workbooks State Standards

**0545201136**

**Scholastic Success With Vowels**

Alignment ID	Alignment Text
<b>0545201136</b>	<b>Scholastic Success With Vowels</b>
RF.MA.1.d	Recognize and name some uppercase letters of the alphabet and the lowercase letters in one’s own name.
RL.7.1	see alphabet letters displayed at children’s eye level.
RL.7.3	explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).
RL.7.5	listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.
RL.7.11	use alphabet stamps, magnetic letters, alphabet blocks.
RF.MA.3.a	Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).
RL.9.2	listen to letters matched with sounds in meaningful contexts (e.g., “Look, the word on your shoe starts with N – Nike, just like your name, Nicholas.”).
RL.9.3	play guessing games using letter sounds (“I spy something that begins with rrrrrr.”).
RL.9.4	select alphabet letters that match with their sounds (“Find the letter that says “mmmmm.”).



## 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.7.a

Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week; days in a month and a year and approximate number of weeks in a month and weeks in a year.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.OA.A.3.a

Know multiplication facts and related division facts through  $12 \times 12$ .

## 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.A.3.a

Know multiplication facts and related division facts through  $12 \times 12$ .

## 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**

6.RP.A.3.e

Solve problems that relate the mass of an object to its volume.

6.SP.B.4.a

Read and interpret circle graphs.

Success With Workbooks State Standards

0545201039

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

Alignment ID	Alignment Text
<b>0545201039</b>	<b>Scholastic Success With Reading Tests: Grade 3</b>
RL.MA.8a	Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

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R.CCR.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Success With Workbooks State Standards

**0545201101**

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

Alignment ID	Alignment Text
<b>0545201101</b>	<b>Scholastic Success With Reading Tests: Grade 4</b>
ELA-Literacy.CCRA.R.	Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.
RL.MA.8a	Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

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R.CCR.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
<b>0545201098</b>	<b>Scholastic Success With Reading Tests: Grade 5</b>
W.5.5.b	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
RL.MA.8a	Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.
ELA-Literacy.CCRA.R.	Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

L.CCR.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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L.CCR.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

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L.CCR.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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## Success With Workbooks State Standards

054520108X

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

Alignment ID	Alignment Text
<b>054520108X</b>	<b>Scholastic Success With Reading Tests: Grade 6</b>
RL.MA.8a	Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.
ELA-Literacy.CCRA.R.	Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
RL.6.3	Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RCA-H.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate.
RCA-H.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RCA-H.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RCA-H.6-8.4	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RCA-H.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
RCA-H.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RCA-H.6-8.7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RCA-H.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RCA-H.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
RCA-ST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate.
RCA-ST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RCA-ST.6-8.3	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.
RCA-ST.6-8.4	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RCA-ST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
RCA-ST.6-8.6	Analyze an author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
RCA-ST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RCA-ST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RCA-ST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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WCA.6-8.9

Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

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L.CCR.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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L.CCR.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.CCR.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.4.2.d

Use a comma before a coordinating conjunction in a compound sentence.

## 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**

4.OA.A.3.a

Know multiplication facts and related division facts through  $12 \times 12$ .

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.OA.D.8

Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.MA.1.h

Write legibly by hand, using either printing or cursive handwriting.

L.3.2.a

Write legibly and fluently by hand, using either printing or cursive handwriting.

L.4.2.a

Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.

## 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**

L.K.2.a

Print upper- and lowercase letters.

L.K.2.f

Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

L.1.2.a

Print legibly all upper- and lowercase letters.

L.1.2.g

Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

## 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**

4.OA.A.3.a

Know multiplication facts and related division facts through  $12 \times 12$ .

Success With Workbooks State Standards

**0545200857**

**Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
<b>0545200857</b>	<b>Scholastic Success With Numbers &amp; Concepts</b>
PK.G.A.MA.2	Identify various two-dimensional shapes using appropriate language.
SS.10.4	eat snacks cut in various shapes; cut cookie dough into basic shapes.
SS.10.6	find examples of basic shapes such as circle, square, triangle, and rectangle in the environment (e.g., go on a “shape walk” indoors or outdoors to find examples of basic shapes in buildings, in the classroom, in nature).
SS.10.7	locate individual objects in pictures composed of overlapping shapes or find shapes in magazine illustrations, picture books (e.g., I Spy books).
SS.11.7	identify shapes in different orientations (a triangle is still a triangle even though it’s turned in different directions).
PR.9.3	find patterns in their everyday environment (plaid, stripes, checks on clothing, floors or walls).
PR.9.5	manipulate objects in and out of patterns.
PR.9.6	recognize and predict word patterns in familiar rhythms, music or stories.
PK.CC.C.MA.5	Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.
NS.4.1	distribute and compare concrete objects in meaningful ways (e.g., which bucket has more rocks in it; how many more napkins are needed for everyone at the table).



## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

Alignment ID

Alignment Text

PK.CC.B.MA.3

Understand the relationships between numerals and quantities up to ten.

PK.CC.C.MA.4

Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.

NS.1.2

use concrete objects to practice one-to-one correspondence (e.g., say the name of objects while placing an object in each space in an egg carton; distributing a musical instrument to each child in a group; putting pegs in each hole of a pegboard).

NS.1.3

count concrete objects for a meaningful purpose (e.g., three crackers for snack; two eyes to glue on the bunny; three steps down to the playground).

NS.2.3

use concrete objects, actions, or drawings to represent quantities (e.g., jump two times; stack four unit blocks; string three beads, hold up two fingers, get three blocks on request).

PK.CC.A.MA.1

Listen to and say the names of numbers in meaningful contexts.

## 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**

R.CCR.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.CCR.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

L.CCR.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

R.CCR.1

Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Success With Workbooks State Standards

0545200830

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

Alignment ID	Alignment Text
<b>0545200830</b>	<b>Scholastic Success With Reading Comprehension: Grade 2</b>
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
SL.CCR.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
W.2.3.a	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.
ELA-Literacy.CCRA.R.	Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.

Success With Workbooks State Standards

**0545200830**

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

Alignment ID

Alignment Text

ELA-Literacy.CCRA.W.

Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.

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Success With Workbooks State Standards

0545200822

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

Alignment ID	Alignment Text
<b>0545200822</b>	<b>Scholastic Success With Reading Comprehension: Grade 3</b>
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.MA.8a	Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Success With Workbooks State Standards

**0545200814**

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

Alignment ID	Alignment Text
<b>0545200814</b>	<b>Scholastic Success With Reading Comprehension: Grade 4</b>
SL.CCR.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Success With Workbooks State Standards

**0545200814**

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

Alignment ID

Alignment Text

R.CCR.6

Assess how point of view or purpose shapes the content and style of a text.

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## Success With Workbooks State Standards

0545200806

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

Alignment ID	Alignment Text
<b>0545200806</b>	<b>Scholastic Success With Reading Comprehension: Grade 5</b>
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
L.CCR.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.CCR.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.



Success With Workbooks State Standards

**0545200792**

**Scholastic Success With Writing: Grade 1**

Alignment ID

Alignment Text

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**0545200792**

**Scholastic Success With Writing: Grade 1**

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L.CCR.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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R.CCR.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

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L.1.1.g

Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

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R.CCR.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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W.CCR.3

Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

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## Success With Workbooks State Standards

0545200784

**Scholastic Success With Writing: Grade 2**

Alignment ID

Alignment Text

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

L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
L.2.1.a	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
W.CCR.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
W.2.1	Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

## Success With Workbooks State Standards

0545200776

**Scholastic Success With Writing: Grade 3**

Alignment ID

Alignment Text

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

L.3.2.g	Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).
W.MA.3a	Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2.d	Use commas and quotation marks in dialogue.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
<b>0545200768</b>	<b>Scholastic Success With Writing: Grade 4</b>
L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W.CCR.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.4.3.f	For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives.
RL.MA.8a	Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.
W.MA.3a	Write stories, poems, and scripts that use similes and/or metaphors.
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Success With Workbooks State Standards

0545200768

## Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

R.CCR.1

Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

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W.CCR.9

Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

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W.4.9

Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.

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Success With Workbooks State Standards

**054520075X**

**Scholastic Success With Writing: Grade 5**

Alignment ID	Alignment Text
<b>054520075X</b>	<b>Scholastic Success With Writing: Grade 5</b>
W.CCR.3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
R.CCR.1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
W.CCR.9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
W.5.9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Success With Workbooks State Standards

**054520075X**

**Scholastic Success With Writing: Grade 5**

Alignment ID

Alignment Text

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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W.5.5.b

Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

L.MA.1.h

Write legibly by hand, using either printing or cursive handwriting.

L.3.2.a

Write legibly and fluently by hand, using either printing or cursive handwriting.

L.4.2.a

Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.



## 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**

L.K.2.a

Print upper- and lowercase letters.

L.K.2.f

Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality).

L.1.2.a

Print legibly all upper- and lowercase letters.

L.1.2.g

Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

## Success With Workbooks State Standards

**0545201128****Scholastic Success With Sight Words**

Alignment ID

Alignment Text

**0545201128****Scholastic Success With Sight Words**

RF.MA.3.c

Recognize one's own name and familiar common signs and labels (e.g., STOP).

RF.PK.3.c

Recognize their own name and familiar common signs and labels (e.g., STOP).