

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

RF.PK.1.d	Recognize and name some upper- and lowercase letters of the alphabet.
RF.PK.3.a	Recognize that words are made up of letters and their sounds.
L.PK.1.a	Print upper- and lowercase letters in first name.
RF1.c.A	With modeling and support engage in a variety of literacy experiences which focus on spaces in print (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures)
RF3.a.A.2	begin to associate names of letters with their shapes
RF3.a.A.3	begin to notice the beginning letter in familiar words
RF3.b.A	With modeling and support, begin to match the name and sound of some upper and lower case consonants letters in the alphabet.
RF3.c.A.2	identify and name the letters in first name
W5.B.3	start to produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters
L1.a.1.4	correctly form upper and lowercase letters in first name
L2.a.1.1	recognize that space is used to separate words

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Alignment ID	Alignment Text
L2.a.1.2	recognize the difference between upper and lower case letters
L2.c.1.2	understand the use of space between words in text presented in a variety of formats
L2.d.1.3	write first name with conventionally formed letters
RF1.b.A.3	know the difference between letters and words
RF1.b.A.4	recognize that letters go together to make words
RF1.b.A.5	identifies words in text
RF1.c.A.1	engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)
RF1.c.A.2	know the difference between a letter and a word
RF1.c.A.3	recognize that letters build words and words build sentences.
RF1.d.A.1	differentiate between numerals, letters and words.
RF1.d.A.2	engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)
RF1.d.A.3	attend to print in order to learn letter names

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Alignment ID	Alignment Text
RF1.d.A.4	identify and name upper and lower case letters out of context and in isolation
RF3.a.A.1	identify and name upper and lower case letters of the alphabet
W1.B.1.3	produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters
W6.F	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.
W8.G	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.
L1.a.1.1	explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.
L1.a.1.2	via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.
L1.a.1.3	correctly form upper and lower case letters in first and last name
1.B.2.a	Identify and name some upper and lower case letters in words, especially those in the student's own name
1.E.1.a	Understand that speech can be written and read
1.E.1.f	Identify pictures, shapes, letters, and numerals

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Alignment ID	Alignment Text
RF3.a	Recognize that words are made up of letters and their sounds.
RF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF1.d	Recognize and name all upper and lowercase letters of the alphabet.
L1.a	Print many upper and lowercase letters.
RF3.a.2	With modeling and support, begin to associate names of letters with their shapes.
RF3.a.3	With modeling and support, begin to notice the beginning letter in familiar words.
RF3.b.1	With modeling and support, begin to match the name and sound of some upper and lowercase consonants letters in the alphabet.
RF3.c.2	With modeling and support, identify and name the letters in first name.
W5.3	With modeling and support after drawing, dictation or developmentally appropriate writing, start to produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
L1.a.4	With modeling and support, correctly form upper and lowercase letters in first name.
L2.a.1	With modeling and support, recognize that space is used to separate words.
L2.a.2	With modeling and support, recognize the difference between upper and lowercase letters.

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L2.c.2	With modeling and support, understand the use of space between words in text presented in a variety of formats.
L2.d.3	With modeling and support, write first name with conventionally formed letters.
RF1.b.3	With prompting and support, know the difference between letters and words.
RF1.b.4	With prompting and support, recognize that letters go together to make words.
RF1.b.5	With prompting and support, identifies words in text.
RF1.c.1	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
RF1.c.2	With prompting and support, know the difference between a letter and a word.
RF1.c.3	With prompting and support, recognize that letters build words and words build sentences.
RF1.d.1	With prompting and support, differentiate between numerals, letters and words.
RF1.d.2	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on upper and lowercase letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
RF1.d.3	With prompting and support, attend to print in order to learn letter names.

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RF1.d.4

With prompting and support, identify and name upper and lowercase letters out of context and in isolation.

RF3.a.1

With prompting and support, identify and name upper and lowercase letters of the alphabet.

W1.B.3

With promoting and support, produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.

W2.B.5

Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.

W3.D.3

Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.

W6.5

Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.

W8.7

Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.

L1.a.1

With prompting and support, explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.

L1.a.2

With prompting and support, via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.

L1.a.3

With prompting and support, correctly form upper and lower case letters in first and last name.



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L2.e.2

With direct instruction, prompting and support write most upper and lowercase letters.

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Scholastic Success With Basic Concepts

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PK.G.B.3.C	Match like three- dimensional shapes
1.D.2.a	Use words to describe size, color, and shape
PK.G.A.1.E	Understand that a square is a special rectangle
PK.G.B.4.A	Begin recognize two dimensional shapes within a three-dimensional shape. (i.e., one side of a cube looks like a square)
PK.G.2:.B	Knowledge that rectangles and squares may be grouped together as 4-sided figures, which is an important relationship for children to discover
2.A.1.c	Match triangles, circles, and squares
2.A.1.d	Identify triangles, circles, and squares in the environment
2.B.1.b	Find solid figures in the environment
PK.CC.A.1.A	Ability to use rote counting to name number words in order (Stable Order Count-counting 1,2,3,4 not 1,3,5)
PK.CC.A.1.B	Begin rote counting 1- 5 by ones
PK.CC.A.1.C	Build on rote counting 1-5 to rote counting 1-10

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Alignment ID	Alignment Text
PK.CC.A.1.D	Build on rote counting 1-10 to begin to develop rote counting to 20.
PK.CC.A.2.A	Ability to count forward beginning from a given number within the known sequence (Instead of having to begin at 1)
PK.CC.A.2.B	Ability to name the number that comes just after a given number using visual supports such as dot cards or manipulatives, as students demonstrate proficiency remove the use of visual supports (dot cards) or manipulatives
PK.CC.A.3.A	Students begin to recognize the difference between a letter and a numeral.
PK.CC.A.3.B	Ability to recite the number names when pointing to numbers on a number line.
PK.CC.A.3.C	Once students demonstrate proficiency with the various rote counting benchmarks, display a number line with the numerals for each sequence.(1-5) As students rote count, the teacher points to the written numeral and says the name of the numeral so that students can begin to connect the number name to the symbol. Students repeat the number word names.
PK.CC.A.3.D	Ability to connect the name of the numeral to the written symbol
PK.CC.A.3.E	Ability to identify the number word name for a numeral when seen in isolation
PK.CC.A.3.F	Ability to use numbers to describe of amounts when describing objects. e.g. instead of saying here are the dogs, say, here are three dogs
PK.CC.B.4a.A	Ability to say the number names in standard order (Stable Order Count- so counting 1,2,3,4 not 1, 3, 5)

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PK.CC.B.4a.B	Ability to count using one-to-one correspondence.
PK.CC.B.4a.C	Each object to be counted is assigned one and only one number name. (Students use strategies such as touching objects or sliding objects, as they are counted and organizing the objects in a row or other means)
PK.CC.B.4a.D	Ability to keep track of the objects that have been counted and those that have not yet been counted
PK.CC.B.4b.B	Ability to keep track of objects counted while counting the total number in the set
PK.CC.B.4b.C	Ability to recognize that the number of objects remains the same regardless of the arrangement or change in order
PK.CC.B.4b.D	Ability to recognize that the number of objects remains the same regardless of the arrangement or change in order
PK.CC.B.4b.E	Demonstrates awareness when recounting a group of objects. If the counting results in a different number, students demonstrate the ability to monitor their counting to ensure its accuracy e.g.: There is no teacher prompting to help the student recount for accuracy.
PK.CC.B.5.A	Ability to correctly pair and name the numeral with the correct amount of concrete objects.
PK.CC.B.5.B	Ability to identify a written numeral and create sets of objects to represent the quantity using concrete materials or pictures (first 0-5 and then to 10). Student understands the amount of objects in the set (quantity) is represented by the numeral.
PK.CC.B.5.D	Ability to use numbers to describe the number of objects counted e.g. instead of saying here are the dogs, say, here are three dogs.

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Alignment ID	Alignment Text
PK.CC.B.5.E	Ability to “count out” a given quantity
PK.OA.A.2.B	Ability to record the results of decomposing quantities, less than or equal to 5 using five frames or drawings.
PK.MD.B.4.B	Ability to compare quantities of categories visually or by aligning the items one to one, not by the numeric comparison.
PK.CC.1.A	Ability to rote counting number words in order
PK.CC.2.A	Ability to use concrete materials and/or number cards arranged in a line to count and then determine what number comes before or away a specific number
PK.CC.3.A	Ability to match written numerals with concrete representations
PK.CC.4a.A	Ability to apply the strategies of touching objects as they are counted and by organizing the objects in a row
PK.CC.4a.B	Knowledge of and ability to apply one-to-one correspondence when counting
PK.CC.4b.A	Ability to use one-to-one correspondence when counting objects
PK.CC.4b.B	Ability to answer “how many” after counting the objects in a set (beginning cardinality understanding)
PK.CC.4b.C	Ability to recognize that the quantity remains the same regardless of the arrangement or change in order

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PK.CC.4c.C	Beginning knowledge of the relationships between numbers (patterns) which will lead to long-term understanding of counting cardinality
PK.CC.5.D	Knowledge of the relationship between counting and quantity
PK.CC.5.E	Ability to match sets with numerals, and create sets to match numerals, up to five, then to ten
PK.CC.5.F	Knowledge of an ability to use of regular configurations/structured sets especially when working with larger numbers. Ability to use varied configurations and representations with smaller numbers
PK.MD.4.B	Ability to compare quantities of the categories visually or by aligning of the items one to one, not by the numeric comparison
K.CC.1.A	Ability to use rote counting (e.g., simply reciting numbers in order with no meaning attached) to one hundred
K.CC.1.B	Ability to use verbal counting (e.g., meaningful counting employed in order to solve a problem, such as finding out how many are in a set.)
K.CC.1.C	Ability to use concrete materials to build sets, towers, or groups of ten, to make sense of counting by tens
K.CC.1.D	Ability to with or without manipulatives by ones or tens
K.CC.2.A	Ability to initially use concrete materials, hundreds chart or number line to model counting from a given number other than 1

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K.CC.2.B	Knowledge that counting is the process of adding 1 to the previous number
K.CC.3.A	Ability to match a set with a number card that states its' quantity
K.CC.3.B	Ability to build numbers with concrete materials and then write the numerals that represent those numbers
K.CC.4a.1	Knowledge that cardinality is the understanding that when counting a set, the last number represents the total number of the objects in the set
K.CC.4a.2	Ability to apply a one-to-one correspondence when counting
K.CC.4b.2	Knowledge of and ability to apply Conservation of number (e.g., ability to understand that the quantity of a set does not change, no matter how the objects of the set are displayed)
K.CC.4b.3	Ability to apply Subitizing (e.g., the ability to immediately recognize a quantity) when counting objects
K.CC.4c.1	Knowledge that when one more is added to a number set, this new number includes all the previous objects in the set, plus the new one. (e.g., $6+1=7$)
K.CC.7.A	Ability to apply knowledge of and experience with comparing concrete sets of objects
K.OA.1.A	Ability to represent addition and subtraction processes in a variety of ways, using concrete materials, pictures, numbers, words, or acting it out
K.OA.1.B	Knowledge that "putting together" and "adding to" are two different processes of addition

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K.OA.1.C	Knowledge that “taking apart” and “taking from” are two different processes of subtraction
1.D.1.f	Collect and play with favorite words
6.A.1.a	Build concept of number
6.A.1.b	Show an understanding of quantity
6.A.1.c	Construct relationships based on quantity
6.A.1.e	Count and discuss quantity
6.A.1.g	Match a numeral to a set 0 to 5
6.A.1.h	Count to 10
PK.CC.4c	Begin to recognize that each successive number name refers to a quantity that is one larger.
PK.NBT.1	Investigate the relationship between ten ones and ten.
PK.CC.B.4b.A	Ability to use one-to-one correspondence when counting objects
PK.CC.B.4c:.A	Ability to use concrete materials to model quantities increasing by one.
PK.CC.B.5.C	Ability to answer “how many” after counting the objects in a set (beginning cardinality understanding). Students are able to monitor their own and someone else’s counting for accuracy and provide the correct response to the “how many” question.

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Alignment ID	Alignment Text
PK.CC.C.6.A	Ability to compare sets (objects need to be the same size and color) visually by matching or counting the sets using one-to-one correspondence
PK.CC.C.6.B	Knowledge of the terms "greater than/more than," "less than," and "equal to/same as" through experiences with comparing groups of objects e.g., "There are more red blocks than green blocks"
PK.CC.C.6.C	Ability to correctly use the terms "greater than/more than," "less than," "fewer than," and "equal to/same as " e.g., "There are more red blocks than green because there are 5 boys and 2 girls".
PK.MD.B.4.A	Ability to sort objects into categories and then describe the categories using comparative language (e.g., There are more bus riders than car riders; or there are the same number of large and small bears.)
PK.MD.B.4.C	Knowledge of and ability to apply appropriate comparison vocabulary of 'more' or 'same'
PK.CC.4c.A	Ability to build and compare sets that increase by one
PK.CC.5.A	Ability to build sets with concrete materials to show a given amount
PK.CC.7.A	Ability to compare sets visually and/or by matching the sets using one-to-one correspondence
PK.CC.7.B	Knowledge of the terms "greater than/more than", "less than", and "equal to/same" through experiences with comparing groups of objects (e.g., "There are more boys than girls.")
PK.CC.8.A	Ability to compare two sets, by matching and counting objects
PK.CC.8.B	Ability to compare sets numerically

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Alignment ID	Alignment Text
PK.CC.8.C	Ability to use the terms “greater than/more than”, “less than”, and “equal to/same” (e.g., “There are more boys than girls because there are 5 boys and 2 girls”.)
PK.CC.8.D	Ability to know that when a set has more than another set, the number that represents its quantity comes later in the counting sequence than the number that represents the smaller set
PK.MD.4.A	Ability to sort objects into categories and then compare the categories (e.g., There are more bus riders than car riders; or there are the same number of large and small bears.)
PK.MD.4.C	Knowledge of and ability to apply appropriate comparison vocabulary
K.CC.6.A	Knowledge of and the ability to apply a solid understanding of cardinality and one-to-one correspondence before beginning to compare sets
K.CC.6.B	Ability to use of concrete materials when comparing sets
K.CC.6.C	Ability to compare visually, to compare by matching, and to compare by counting
6.A.1.d	Use classroom experiences to indicate same, more, or less
7.C.1.b	Express mathematical ideas orally
PK.CC.7	Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
PK.MD.4	Compare categories using words such as more or same.

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PK.CC.A.4.A	Ability to look at familiar patterns of 1-3 objects (dots) then 1-5, to tell how many dots, and describe the arrangement of the objects (dots) without timing
PK.CC.A.4.E	Continue with familiar patterns 1-3 until students demonstrate proficiency to be able to identify a given amount without counting. Then introduce unfamiliar and different patterns 1-3. Repeat 1-5.
1.A.2.b	Recognize simple patterns
1.A.2.d	Continue a simple pattern
1.A.2.f	Identify patterns in real-world situations
7.A.e	Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation
RL2.A.4	retell story events in a logical sequence
W3.A.1.2	understand the purpose of story structure (e.g., beginning, middle, and end)
PK.CC.7.C	Ability to identify which number comes later in the counting sequence when counting two sets of objects
3.A.6.a	Retell the story by sequencing the main events
6.A.1.i	Use ordinal words to indicate position such as: first, next, last
RL2.4	With prompting and support, retell story events in a logical sequence.

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W3.A.2

With prompting and support, apply the prewriting stage of the writing process: understand the purpose of story structure (e.g., beginning, middle, and end).

W3.C.1

With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End).

PK.MD.A.1.B

Ability to use vocabulary specific to measurable attributes of objects, such as, big, large, small, long, short, light, heavy, tall, and short.

PK.MD.A.2.A

Ability to physically align two concrete objects to determine which is longer, shorter, or if they are the same length (horizontal)

PK.MD.A.2.B

Ability to physically align two concrete objects to determine which is taller, shorter, or if they are the same height (vertical)

PK.MD.A.2.D

Ability to order up to 3 objects by height or length (e.g., biggest to smallest, shortest to tallest)

PK.MD.A.2.E

Ability to align two concrete objects to determine which is longer/shorter/same length, then determine the placement of the third object based on the length of the first two objects. (The three objects are arranged from shortest to longest)

PK.MD.1.A

Ability to use vocabulary specific to measurable attributes of objects

PK.MD.2.A

Knowledge of length/weight as absolute descriptors

PK.MD.2.B

Ability to physically align two objects to determine which is longer, shorter, or if they are the same length

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Alignment ID	Alignment Text
PK.MD.2.C	Ability to physically align two objects to determine which is taller, shorter, or if they are the same height
3.B.1.a	Measure length of objects
PK.G.A.1.A	Ability to match two-dimensional shapes that are the same shape and size
PK.G.A.1.C	Ability to match triangles, circles, rectangles, and squares in a variety of orientations or different sizes
PK.G.1:.A	Ability to match similar shapes when given various two-dimensional shapes
2.E.1.a	Tell position by using words such as: over, under, above, on, next to, below, beside, behind
PK.G.A.1.D	Ability to describe two-dimensional shapes (circles, triangles, rectangles, and squares) by the number of sides and corners
PK.G.B.3.A	Ability to identify and describe the likeness and differences in three dimensional shapes
PK.G.B.3.B	Identify and compare three-dimensional figures by sorting and describing sides as flat or curved
PK.G.B.3.D	Use age appropriate language to tell how two three-dimensional shapes are alike or different.
PK.G.B.3.E	Sort three-dimensional shapes into groups to show an attribute of likeness.
PK.G.B.4.B	Ability to describe three-dimensional objects using vocabulary such as shape, corners, edges, and/or similarities to other shapes (i.e., A cube has six sides and each side looks like a square)

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PK.G.B.5.B	Ability to describe their structures including shapes, sizes, comparisons, positional relationships, etc.
PK.G.5.A	Ability to describe three-dimensional objects using vocabulary such as size, shape, color, corners, edges, and/or similarities to other shapes
PK.G.6: .B	Ability to describe their structures including shapes, sizes, comparisons, positional relationships, etc
2.A.1.b	Name the attributes of plane figures such as: shape, color, size
RF3.c.A.3	recognize a few words in environmental print
PK.G.4.A	Knowledge of three-dimensional figures and their relationship to each other and to two-dimensional shapes
1.D.1.e	Identify some signs, labels, and environmental print
7.A.d	Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation
7.A.f	Identify alternative ways to solve a problem
7.D.1.b	Identify mathematical concepts in relationships to other disciplines
7.D.1.c	Identify mathematical concepts in relationship to life
7.D.1.d	Use the relationship among mathematical concepts to learn other mathematical concepts
RF3.c.3	With modeling and support, recognize a few words in environmental print.

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L.PK.5.a	With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.PK.5.c	Identify real-life connections between words and their use (e.g., note objects in the classroom that are small).
L5.a.1.1	identify and sort objects and/or pictures of common words into basic categories
L5.a.1.2	discuss commonalities and differences among groups of words
RF2.c.A.2	categorize words as same or different by onset and rime
L5.c.1.1	access prior knowledge and experiences to identify connections between words and their application to real life
PK.MD.A.1.A	Ability to identify a measureable attribute for an object (i.e. related to length or weight)
PK.MD.B.3.A	Ability to recognize that objects have a variety of characteristics or attributes.(i.e.,an object may be blue, round, large)
PK.MD.B.3.B	Ability to recognize a given attribute in a group of objects
PK.MD.B.3.C	Ability to recognize when an object does not have the given attribute. (Circle vs Not a Circle)
PK.MD.B.3.D	Ability to place objects in a group based on a given attribute.

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PK.MD.B.3.E	Ability to self-select and sort physical objects into their own categories. Student may or may not be able to state the attribute used for sorting.
PK.MD.B.3.G	By the end of the year, students need to be given the attribute and then sort the objects.
PK.G.A.1.B	Ability to identify the shapes circle, triangle, rectangle, and square by name
PK.G.A.2.A	Ability to sort two-dimensional shapes into groups based on the attribute of shape, (by round/curved or straight sides) using examples and non-examples
PK.G.A.2.B	Ability to be able to describe their groupings by the attributes used (curved or straight lines) or by the names of the shapes
PK.G.A.2.C	Ability to distinguish examples and non-examples of the basic shapes
PK.MD.3.A	See the skills and knowledge as stated in the Standard.
PK.G.2:..A	Ability to sort shapes by applying their real-life experiences of sorting by color
PK.G.3:..A	Ability to name shapes in varied sizes and orientations
PK.G.3:..B	Ability to distinguish Examples and non-examples of various shapes
K.MD.3.A	Ability to sort objects by a given attribute
K.MD.3.B	Ability to classify objects by predetermined categories related to attributes (e.g., number of sides, number of corners)

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1.A.1.d	Classify words by initial sounds
2.A.1.a	Sort objects by one attribute such as: shape, color, and size
2.B.1.a	Sort objects by one attribute such as: size, shape, weight, length
3.A.1.b	Compare and describe objects according to a single attribute
L5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RL4.4	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RF2.c.2	With prompting and support, categorize words as same or different by onset and rime.
L5.a.1	With prompting and support, discuss commonalities among groups of words.
L5.a.2	Sort and categorize objects.
L5.c.1	With prompting and support, access prior knowledge and experiences to identify connections between words and their application to real life.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
L.PK.5.b	With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RF4.A.H	use the first letter sound and the picture to determine the meaning of an unknown word
1.D.3.a	Use illustrations to find meaning of unknown words
L5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
RF4.8	With prompting and support, use the first letter sound and the picture to determine the meaning of an unknown word.
L5.b.1	With prompting and support, discuss the meaning of known words to identify the opposite word (antonym).
1.A.1.b	Recognize that letters represent sounds
RF3.a.A.4	begin to associate names of letters with their sounds
RF2.b.A.2	identify letters, sounds and corresponding sounds
RF3.a.4	With modeling and support, begin to associate names of letters with their sounds.
RF2.b.2	With prompting and support, identify letters, sounds and corresponding sounds.
RF.PK.1.d	Recognize and name some upper- and lowercase letters of the alphabet.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RF.PK.3.a	Recognize that words are made up of letters and their sounds.
L.PK.1.a	Print upper- and lowercase letters in first name.
RF1.c.A	With modeling and support engage in a variety of literacy experiences which focus on spaces in print (e.g. shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g. a variety of structures and/or genres representing a wide variety of cultures)
RF3.a.A.2	begin to associate names of letters with their shapes
RF3.a.A.3	begin to notice the beginning letter in familiar words
RF3.b.A	With modeling and support, begin to match the name and sound of some upper and lower case consonants letters in the alphabet.
RF3.c.A.2	identify and name the letters in first name
W5.B.3	start to produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters
L1.a.1.4	correctly form upper and lowercase letters in first name
L2.a.1.1	recognize that space is used to separate words
L2.a.1.2	recognize the difference between upper and lower case letters

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
L2.c.1.2	understand the use of space between words in text presented in a variety of formats
L2.d.1.3	write first name with conventionally formed letters
RF1.b.A.3	know the difference between letters and words
RF1.b.A.4	recognize that letters go together to make words
RF1.b.A.5	identifies words in text
RF1.c.A.1	engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)
RF1.c.A.2	know the difference between a letter and a word
RF1.c.A.3	recognize that letters build words and words build sentences.
RF1.d.A.1	differentiate between numerals, letters and words.
RF1.d.A.2	engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.)
RF1.d.A.3	attend to print in order to learn letter names
RF1.d.A.4	identify and name upper and lower case letters out of context and in isolation

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RF3.a.A.1	identify and name upper and lower case letters of the alphabet
W1.B.1.3	produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters
W6.F	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.
W8.G	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.
L1.a.1.1	explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.
L1.a.1.2	via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.
L1.a.1.3	correctly form upper and lower case letters in first and last name
1.B.2.a	Identify and name some upper and lower case letters in words, especially those in the student's own name
1.E.1.a	Understand that speech can be written and read
1.E.1.f	Identify pictures, shapes, letters, and numerals
RF3.a	Recognize that words are made up of letters and their sounds.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RF1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF1.d	Recognize and name all upper and lowercase letters of the alphabet.
L1.a	Print many upper and lowercase letters.
RF3.a.2	With modeling and support, begin to associate names of letters with their shapes.
RF3.a.3	With modeling and support, begin to notice the beginning letter in familiar words.
RF3.b.1	With modeling and support, begin to match the name and sound of some upper and lowercase consonants letters in the alphabet.
RF3.c.2	With modeling and support, identify and name the letters in first name.
W5.3	With modeling and support after drawing, dictation or developmentally appropriate writing, start to produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
L1.a.4	With modeling and support, correctly form upper and lowercase letters in first name.
L2.a.1	With modeling and support, recognize that space is used to separate words.
L2.a.2	With modeling and support, recognize the difference between upper and lowercase letters.
L2.c.2	With modeling and support, understand the use of space between words in text presented in a variety of formats.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
L2.d.3	With modeling and support, write first name with conventionally formed letters.
RF1.b.3	With prompting and support, know the difference between letters and words.
RF1.b.4	With prompting and support, recognize that letters go together to make words.
RF1.b.5	With prompting and support, identifies words in text.
RF1.c.1	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
RF1.c.2	With prompting and support, know the difference between a letter and a word.
RF1.c.3	With prompting and support, recognize that letters build words and words build sentences.
RF1.d.1	With prompting and support, differentiate between numerals, letters and words.
RF1.d.2	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on upper and lowercase letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.).
RF1.d.3	With prompting and support, attend to print in order to learn letter names.
RF1.d.4	With prompting and support, identify and name upper and lowercase letters out of context and in isolation.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RF3.a.1	With prompting and support, identify and name upper and lowercase letters of the alphabet.
W1.B.3	With promoting and support, produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
W2.B.5	Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
W3.D.3	Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
W6.5	Produce writing that is legible, including the conventional formation of some upper and lowercase manuscript letters.
W8.7	Produce writing that is legible, including the conventional formation of some upper and lower case manuscript letters.
L1.a.1	With prompting and support, explicitly and sequentially strengthen fine motor skills which support letter formation using a variety of activities.
L1.a.2	With prompting and support, via direct instruction of letter formation correctly form many upper and lowercase letters on various sizes and styles of paper, and other mediums in a developmentally appropriate manner.
L1.a.3	With prompting and support, correctly form upper and lower case letters in first and last name.
L2.e.2	With direct instruction, prompting and support write most upper and lowercase letters.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
RF.PK.2.a	Recognize rhyming words in spoken language.
RF2.a.A.2	recognize rhyming words in spoken language
RF2.a.A.3	understand the relationship between onset/rime in creating rhyming words
RF2.a.A.7	repeat and produce rhyming words
1.A.2.a	Repeat rhyming words
1.A.2.c	Discriminate rhyming words from non-rhyming words
RF2.a	Recognize and produce rhyming words.
RF2.a.2	With prompting and support, recognize rhyming words in spoken language.
RF2.a.3	With prompting and support, understand the relationship between onset/rime in creating rhyming words.
RF2.a.7	With prompting and support, repeat 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
RF1.d.A.2	differentiate between pictures, shapes, letters, and numerals
RF1.d.A.3	attend to print in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts
RF1.d.A.1	differentiate between numerals, letters and words.
1.E.1.f	Identify pictures, shapes, letters, and numerals
RF1.d.2	With modeling and support, differentiate between pictures, shapes, letters, and numerals.
RF1.d.3	With modeling and support, attend to print in order to discriminate between letters and numbers in order to recognize that letters and numbers represent different concepts.
RF1.d.1	With prompting and support, differentiate between numerals, letters and words.
RF3.a.A.2	use pictures or symbols to cue sound of the consonant letters
1.D.3.a	Use illustrations to find meaning of unknown words
RF3.a.2	With prompting and support, use pictures or symbols to cue sound of the consonant letters.
SL4.A.4	organize information in order to express themselves succinctly and filter what is appropriate to share with others

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
SL4.A.1	connect to personal/prior knowledge
SL4.A.2	speak clearly enough to be heard and understood
SL4.A.3	add relevant descriptive details to a familiar topic
1.D.2.a	Use words to describe size, color, and shape
SL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL4.4	With modeling and support, organize information in order to express themselves succinctly and filter what is appropriate to share with others.
SL4.1	With prompting and support, connect to personal/prior knowledge.
SL4.2	With prompting and support, speak clearly enough to be heard and understood.
SL4.3	With prompting and support, add relevant descriptive details to a familiar topic.
RF.PK.2.a	Recognize rhyming words in spoken language.
RF.PK.2.e	Isolate and pronounce the initial sound in spoken words.
RF2.e.A.1	recognize similarities and differences in the initial sound of words
RF2.e.A.2	begin to demonstrate understanding the concept of first, middle and last

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RF3.a.A.3	begin to notice the beginning letter in familiar words
RF2.a.A.2	recognize rhyming words in spoken language
RF2.a.A.3	understand the relationship between onset/rime in creating rhyming words
RF2.a.A.4	demonstrate auditory discrimination to match rime/same beginning and ending sound
RF2.a.A.5	demonstrate auditory discrimination of rimes/same ending sounds
RF2.a.A.7	repeat and produce rhyming words
RF2.c.A.1	identify initial and final sounds in a word
RF2.d.A.1	isolate and pronounce the initial, medial and final sounds in spoken words
RF2.d.A.2	recognize similarities and differences in the initial, medial and final sounds of words
RF4.A.H	use the first letter sound and the picture to determine the meaning of an unknown word
1.A.1.c	Identify and repeat initial sounds in words
1.A.2.a	Repeat rhyming words
1.A.2.c	Discriminate rhyming words from non-rhyming words
1.A.4.b	Identify the initial sound in a word

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RF2.e	Isolate and pronounce the initial sound in spoken words.
RF2.a	Recognize and produce rhyming words.
RF2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF2.e.1	With modeling and support, recognize similarities and differences in the initial sound of words.
RF2.e.2	With modeling and support, begin to demonstrate understanding the concept of first, middle and last.
RF3.a.3	With modeling and support, begin to notice the beginning letter in familiar words.
RF2.a.2	With prompting and support, recognize rhyming words in spoken language.
RF2.a.3	With prompting and support, understand the relationship between onset/rime in creating rhyming words.
RF2.a.4	With prompting and support, demonstrate auditory discrimination to match rime/same beginning and ending sound.
RF2.a.5	With prompting and support, demonstrate auditory discrimination of rimes/same ending sounds.
RF2.a.7	With prompting and support, repeat and produce rhyming words.
RF2.c.1	With prompting and support, identify initial and final sounds in a word.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RF2.d.1	With prompting and support, isolate and pronounce the initial, medial and final sounds in spoken words.
RF2.d.2	With prompting and support, recognize similarities and differences in the initial, medial and final sounds of words.
RF4.8	With prompting and support, use the first letter sound and the picture to determine the meaning of an unknown word.
RL2.A.4	retell story events in a logical sequence
RI3.A.2	demonstrate an understanding of sequential order
W3.A.1.2	understand the purpose of story structure (e.g., beginning, middle, and end)
2.A.3.a	Recognize sequential order
3.A.6.a	Retell the story by sequencing the main events
RL2.4	With prompting and support, retell story events in a logical sequence.
RI3.2	With prompting and support, demonstrate an understanding of sequential order.
W3.A.2	With prompting and support, apply the prewriting stage of the writing process: understand the purpose of story structure (e.g., beginning, middle, and end).

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

W3.C.1

With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End).

L.PK.5.b

With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L5.b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

L5.b.1

With prompting and support, discuss the meaning of known words to identify the opposite word (antonym).

W5.D.3

acquire and use new vocabulary

L5.d.1.2

use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives

W5.3.c

acquire and use new vocabulary

L5.d.2

With direct instruction and prompting, use pictures and other multimedia formats to identify differences in meaning between related verbs and adjectives.

L6.A.2

participate in collaborative conversations with diverse peers about topics and text read aloud, written, or presented in other multimedia formats

L6.B

With prompting and support: participate in collaborative conversations with diverse peers about Kindergarten topics and text read aloud, written, or presented in other multimedia formats.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
4.A.4.b	Acquire and use new vocabulary
L6.2	With prompting and support: participate in collaborative conversations with diverse peers about Kindergarten topics and text read aloud, written, or presented in other multimedia formats.
1.C.1.c	Develop beginning sight vocabulary of familiar words, such as first name, color words
1.D.1.e	Identify some signs, labels, and environmental print
1.D.3.b	Use newly learned vocabulary on multiple occasions to reinforce meaning
RF.PK.3.c	Recognize name in print as well as some environmental print (symbols/words).
L.PK.5.a	With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.PK.5.c	Identify real-life connections between words and their use (e.g., note objects in the classroom that are small).
RF3.c.A.3	recognize a few words in environmental print
L5.a.1.1	identify and sort objects and/or pictures of common words into basic categories
L5.a.1.2	discuss commonalities and differences among groups of words
RL4.A.2	understand relationship between words and feelings

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
RL4.B	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RF2.c.A.2	categorize words as same or different by onset and rime
L5.c.1.1	access prior knowledge and experiences to identify connections between words and their application to real life
L5.c.1.2	develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures
1.A.1.d	Classify words by initial sounds
1.D.1.b	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation
1.D.1.c	Ask questions about unknown objects and words related to topics discussed
1.D.1.d	Listen to and identify the meaning of content-specific vocabulary
1.D.1.f	Collect and play with favorite words
RF3.c	Recognize name in print as well as some environmental print (symbols/words).
RF3.d	Distinguish between similarly spelled words by identifying the sounds of the letter that differ.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
L5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L6	Use words and phrases acquired through conversation, reading and being read to, and responding to text.
RF3.c.3	With modeling and support, recognize a few words in environmental print.
RL4.2	With prompting and support, understand relationship between words and feelings.
RL4.4	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RF2.c.2	With prompting and support, categorize words as same or different by onset and rime.
L5.a.1	With prompting and support, discuss commonalities among groups of words.
L5.a.2	Sort and categorize objects.
L5.c.1	With prompting and support, access prior knowledge and experiences to identify connections between words and their application to real life.
L5.c.2	With prompting and support, develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
1.OA.1.C	Ability to make sense of quantity and be able to compare numbers
1.OA.8.C	Ability to make sense of quantity and be able to compare numbers
1.NBT.1.A.2	Ability to represent one-to-one correspondence/match with concrete materials
1.NBT.1.B.1	Ability to explore visual representations of numerals, matching a visual representation of a set to a numeral
1.NBT.1.C.1	Ability to represent numerals in a variety of ways, including tracing numbers, repeatedly writing numbers, tactile experiences with numbers (e.g., making numbers out of clay, tracing them in the sand, and writing on the white board or in the air)
1.NBT.2.D	Ability to count by tens and ones
1.NBT.1.A.1	Ability to produce the standard list of counting words in order
1.NBT.2.B	Knowledge of the connection between numerals, words, and quantities
1.NBT.3.C	Ability to represent their reasoning about the comparison of two two-digit numbers using pictures, numbers, and words
1.G.1.A	Ability to sort shapes (e.g., attribute blocks, polygon figures) by shape, number of sides, size or number of angles

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

1.G.2.A

Ability to use concrete manipulatives (e.g., pattern blocks, attribute blocks, cubes, rectangular prisms, cones, cylinders, geoboards, paper & pencil,) to create composite shapes from 2 or 3 dimensional shapes

1.NBT.5.C

Ability to model addition using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process

1.OA.4.C

Ability to use concrete models with manipulatives to find the unknown

1.OA.1.E

Ability to solve a variety of addition and subtraction word problems

1.OA.2.A

Ability to add numbers in any order and be able to identify the most efficient way to solve the problem

1.OA.2.B

Ability to solve a variety of addition and subtraction word problems

1.OA.8.E

Ability to solve a variety of addition and subtraction word problems

1.NBT.4.B

Ability to model addition and subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process

1.NBT.4.C

Knowledge of place value

1.NBT.4.D

Ability to use a variety of methods that could involve invented, flexible or standard algorithmic thinking (e.g., expanded form, partial sums, a traditional algorithm)

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

1.MD.1.A

Knowledge of the concept of transitivity (e.g. the understanding that if the length of object A is longer than the length of object B and the length of object B is longer than the length of object C, then the length of object A is longer than the length of object C)

1.MD.2.B

Ability to identify a unit of measure

1.MD.2.C

Knowledge of nonstandard (e.g., paper clips, eraser length, toothpicks) as well as standard units of measurement

1.G.3.B

Ability to apply the concept of sharing equally with friends lays the foundation for fractional understanding.

1.G.3.C

Ability to model halves and fourths with concrete materials

1.MD.3.A

Ability to apply knowledge of fractional wholes and halves to telling time

1.MD.3.B

Ability to equate a number line to 12 with the face of a clock

1.MD.3.C

Ability to match time on a digital clock with that on an analog clock

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

0545200709

Scholastic Success With Math: Grade 2

2.OA.3.A	Ability to use concrete materials to model the meaning of odd and even numbers.
2.OA.1.C	Ability to make sense of quantity and be able to compare numbers
2.OA.1.D	Ability to record their thinking using $>$, $=$, and $<$ when comparing quantities
2.NBT.1.C	Knowledge of the value of a digit in a specific place
2.NBT.1.D	Knowledge that the placement of a digit affects the value of that digit
2.NBT.1b.1	Ability to count by hundreds using place value manipulatives
2.NBT.3.A	Knowledge of the value of digits within a multi-digit number
2.NBT.4.A	Ability to apply place value knowledge to make comparisons (e.g., Look at greatest place value first and compare those digits to see which is greater)
2.NBT.2.C	Ability to determine patterns when skip-counting
2.NBT.8.C	Ability to recognize and use patterns in a thousands chart
2.MD.9.B	Ability to identify patterns within the set of data and analyze what the data represents
2.G.2.B	Ability to use concrete materials (e.g., color tiles and cubes) to partition a rectangle

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
2.G.1.B	Knowledge that plane figures are named by the number of sides
2.NBT.6.A	Knowledge of and ability to apply strategies such as expanded form, empty number line and partial sums
2.OA.2.A	Ability to apply counting strategies to develop automatic recall
2.OA.2.B	Ability to use reasoning strategies to make use of known facts (e.g., sums of ten, making ten, doubles, near doubles/inside doubles, doubles plus, counting on)
2.NBT.1a.1	Ability to compose and decompose 100 in a variety of ways lays foundation for regrouping
2.NBT.5.C	Knowledge that when regrouping, the value of the number does not change but the place values of the digits within that number change (e.g., When regrouping the problem $324 - 116$, 324 becomes $300 + 10 + 14$ in order to regroup)
2.OA.4.C	Knowledge of rectangular arrays as a foundation for multiplication and a model of the connection between addition and multiplication
2.G.1.A	Ability to sort shapes by common attributes
2.OA.3.B	Knowledge that writing an equation to express an even number as the sum of two equal addends is the same as using doubles (e.g., $4 + 4 = 8$, $7 + 7 = 14$).
2.MD.5.A	Ability to develop equations to represent word problems
2.OA.1.H	Ability to solve various types of addition and subtraction word problems

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
2.MD.7.A	Knowledge of and ability to apply skip counting by 5
2.MD.7.B	Knowledge that there are 60 minutes in a hour, 60 seconds in a minute, 24 hours in a day, 12 hours in a.m. and 12 hours in p.m., and know when a.m. and p.m. occur
2.MD.7.C	Knowledge of the difference between the minute and hour hands and their purposes
2.MD.7.D	Knowledge of concept of quarter-hours and half-hours
2.MD.7.E	Knowledge that there are five-minute intervals between each number on the clock face
2.MD.1.A	Ability to measure to the nearest inch, centimeter, yard, or meter
2.MD.1.C	Ability to estimate before measuring to help determine the appropriate measurement tool and unit
2.MD.2.A	Ability to recognize the equivalent units of 12 inches = 1 foot and 100 centimeters = 1 meter as well as non-standard equivalent measurements
2.MD.3.A	Ability to use a benchmark when estimating
2.MD.4.A	Ability to connect measurement comparisons to subtraction (comparing) and addition (counting on)
2.MD.10.A	Ability to collect, sort, organize and graph data
2.MD.10.B	Knowledge of the elements of picture graphs and bar graphs
2.MD.10.C	Ability to analyze graphs, answer questions about the data, and make decisions based on the data

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.G.2.A

Ability to partition rectangles into rows and columns of same-size squares lays the foundation for the development of multiplication, area, and fractions

2.G.3.A

Ability to partition circles and rectangles into equal parts lays the foundation for the development of fractions

2.G.3.B

Ability to model using concrete materials (e.g., paper folding, geoboards, fraction manipulatives) to create equal shares

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
3.NBT.1.A	Knowledge of place value through 1,000 (2.NBT.1) to provide the foundation for rounding whole numbers
3.NBT.1.C	Knowledge that each place in a number is worth 10 times more than the place to the right of it (The tens column is worth 10 ones, the hundreds column is worth 10 tens.)
3.OA.8.H	Knowledge of and ability to apply estimation strategies, including rounding and front-end estimation, to make sense of the solution(s)
3.NBT.1.D	Ability to use a variety of strategies when rounding (e.g., number line, proximity, and hundreds chart)
3.NBT.1.E	Ability to round a three-digit number to the nearest 10 or 100
3.MD.3.A	Knowledge that the use of "square" is referring to interval on the scale and that not all graphs will include a "square" but all graphs should include intervals
3.MD.3.B	Ability to apply experience with constructing and analyzing simple, single-unit scaled bar and picture graphs (pictograph) with no more than 4 categories
3.MD.3.C	Knowledge of increased scale and intervals (moving to graphs representing more than one item and the intervals representing 2, 5, 10 on the graph, etc.) and expanding to one-step and two-step problem-solving with given data
3.MD.3.D	Knowledge that the interval of scale is the amount from one tick mark to the next along the axis and that the scale would be determined based on the values being represented in the data

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.MD.3.E	Knowledge of and ability to connect understanding of locating points on a number line with locating points between intervals on a given axis. (e.g., if given a scale counting by 5s students would need to be able to estimate the location of 13 between intervals of 10 and 15.)
3.MD.3.F	Ability to apply the information in the Key when interpreting fractions of a symbol on a picture graph
3.OA.1.B	Ability to use concrete objects, pictures, and arrays to represent the product as the total number of objects
3.OA.1.C	Knowledge that the product represented by the array is equivalent to the total of equal addends
3.OA.1.A	Knowledge that multiplication is the process of repeated addition, arrays, and/or equal groups
3.OA.2.A	Knowledge that division is the inverse of multiplication and the process of repeated subtraction
3.OA.2.B	Ability to use concrete objects to represent the total number and represent how these objects could be shared equally
3.OA.2.C	Knowledge that the quotient can either represent the amount in each group or the number of groups with which a total is shared
3.OA.2.D	Knowledge that just as multiplication is related to repeated addition, division is related to of repeated subtraction
3.G.2.A	Knowledge that this is a geometry application of unit fractions (3.NF.1) and ability to make use of unit fraction understanding.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.G.2.B	Ability to use concrete materials to divide shapes into equal areas (e.g., pattern blocks, color tiles, geoboards)
3.OA.7.A	Knowledge of multiplication and division strategies and properties to achieve efficient recall of facts
3.OA.8.A	Knowledge of strategies for word problems as established for addition and subtraction
3.NBT.2.B	Ability to apply alternative algorithms as appropriate
3.OA.3.B	Ability to solve different types of multiplication and division word problems
3.OA.8.J	Ability to use critical thinking skills to determine whether an estimate or exact answer is needed in the solution of a word problem
3.NF.1.A	Knowledge of the relationship between the number of equal shares and the size of the share
3.NF.1.C	Knowledge that, for example, the fraction $\frac{1}{4}$ is formed by 1 part of a whole which is divided into 4 equal parts
3.NF.1.D	Knowledge that, for example, the fraction $\frac{3}{4}$ is the same as $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ (3 parts of the whole when divided into fourths)
3.NF.1.E	Knowledge of the terms numerator (the number of parts being counted) and denominator (the total number of equal parts in the whole)
3.NF.1.F	Knowledge of and ability to explain and write fractions that represent one whole (e.g., $\frac{4}{4}$, $\frac{3}{3}$)

Success With Workbooks State Standards

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Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.NF.1.G	Ability to identify and create fractions of a region and of a set, including the use of concrete materials
3.NF.1.H	Knowledge of the size or quantity of the original whole when working with fractional parts
3.NF.2.C	Knowledge of the relationship between fractions and division. (Division separates a quantity into equal parts. Fractions divide a region or a set into equal parts)
3.NF.2a.1	Knowledge of the meaning of the parts of a fraction (numerator and denominator)
3.NF.2b.1	Knowledge that when counting parts of a whole, the numerator consecutively changes but the denominator stays the same. (Example: $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or 1)
3.NF.3.F	Knowledge of and experience with fractional number sense to lay foundation for manipulating, comparing, finding equivalent fractions, etc.
3.NF.3a.1	Ability to describe the same amount by using different-sized fractional parts. (e.g., $\frac{1}{2}$ is the same as $\frac{2}{4}$ or $\frac{3}{6}$ or $\frac{4}{8}$)
3.NF.3a.2	Ability to use number lines as well as fractions of a set or fractions of a region to model equivalent fractions
3.NF.3a.3	Ability to use a variety of models to investigate relationships of equivalency
3.NF.3b.1	Ability to describe the same amount by using different-sized fractional parts. (e.g., $\frac{1}{2}$ is the same as $\frac{2}{4}$ or $\frac{3}{6}$ or $\frac{4}{8}$)

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Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.NF.3b.2	Ability to use fraction models (e.g., fraction towers, fraction strips) to justify understanding of equivalent fractions
3.NF.3c.1	Knowledge of the denominator as the number of parts that a whole is divided into in order to explain why a denominator of 1 indicates whole
3.NF.3d.4	Ability to use a variety of models when comparing fractions (e.g., number line, equivalence table, and manipulatives such as Cuisenaire rods, fraction towers, fraction circles, fraction strips)
3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3.NF.A.3a	Represent two fractions as equivalent (equal) if they are the same size, or the same point on the number line.
3.MD.1.A	Ability to tell time to the nearest 5-minute interval
3.MD.1.B	Ability to tell time to the nearest minute in a.m. and p.m.
3.MD.1.C	Ability to measure time intervals in minutes
3.MD.1.E	Ability to initially add minutes in order to find the end time followed by working backwards to find start time
3.MD.1.G	Ability to relate fractions and time ($\frac{1}{4}$ with quarter hour, $\frac{1}{2}$ with half past the hour)
3.MD.4.A	Ability to apply prior experience with the measurement of lengths being marked and recorded on line plots to the nearest whole unit

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.MD.1.H

Ability to find start time, end time, or elapsed time

3.NF.1.B

Knowledge of equal shares of circles and rectangles divided into or partitioned into halves, thirds, and fourths

3.MD.7d.2

Knowledge that rectilinear figures refer to any polygon with all right angles

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
4.NBT.1.A	Knowledge of place value from prior grades
4.NBT.1.B	Knowledge of place value with whole numbers less than or equal to one million
4.OA.5.A	Ability to apply knowledge of Growing Patterns versus Repeating Patterns using either numbers or shapes
4.NBT.4.A	Knowledge of various types of algorithms
4.NBT.4.B	Ability to apply a standard algorithm in both addition and subtraction problems
4.NBT.5.A	Knowledge of the use of arrays area models for multiplication
4.NBT.5.B	Knowledge of and ability to apply the Properties of Operations
4.NBT.6.B	Ability to use arrays and area models for multiplication and division
4.NBT.6.C	Knowledge of and ability to apply the Properties of Operations
4.NBT.6.A	Ability to apply knowledge of multiplication and division within 100
4.NF.1.A	Ability to use concrete materials to model fraction number concepts and values
4.NF.3b.1	Ability to represent a whole number as a fraction (e.g.: $1 = 7/7, 8/8$, etc)

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.NF.4.A	Ability to use concrete materials to model multiplication of fractions
4.NF.5.A	Knowledge of this Standard provides a foundation for the relationship between fractions and decimals
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.
4.NF.3a.1	Ability to use concrete and/or pictorial tools to add and subtract fractions with like denominators
4.NF.3a.4	Ability to use manipulatives to demonstrate that the denominator does not change when adding or subtracting fractions with like denominators
4.NF.3a.5	Ability to represent the addition and subtraction of fractions using concrete materials, pictures, numbers, and words
4.NF.7.A	Ability to apply knowledge of place value as a strategy to compare decimals
4.MD.1.A	Knowledge of capacity units should also include cups, pints, quarts, and gallons.
4.MD.1.B	Knowledge of length units should also include inches, feet, and yards.
4.MD.1.C	Ability to use visual aids with conversion of measurement
4.MD.2.A	Ability to use visual aids with conversion of measurement
4.MD.2.B	Knowledge of systems of measurement, fractions, decimals, and equivalent units of measurement

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.OA.4.A	Knowledge of multiplication as arrays and its connection to area of rectangles to determine factor pairs
4.MD.3.A	Ability to apply knowledge of the relationship between area and perimeter through the exploration of rectangles with the same area but different perimeters or rectangles with the same perimeter but different areas
4.MD.5a.3	Ability to use visual aids and/or technology to apply the understanding of how a circle is divided into 360 degrees (e.g., circle protractor or geometry software)
4.G1.A	This is the first time these terms are introduced.
4.G1.B	Ability to apply a deep understanding of this vocabulary will assist with drawing and identifying these shapes within two-dimensional figures.
4.G3.B	This is the first exposure to symmetry in the Common Core.
4.G2.A	Ability to use concrete materials to model the lines and angles of two-dimensional figures to provide visual evidence of the relationship between various figures

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.NF.4.b.1

Knowledge of unit fractions to multiply all fractions.

5.NF.1.A

Ability to create equivalent fractions for each addend by using the identity property.

5.NBT.1.A

Ability to build on experience with whole numbers and decimals within the base 10 system.

5.NBT.7.A

Ability to recognize that the product is not always larger than its factors

5.NBT.7.B

Ability to recognize that the quotient is not always smaller than the dividend

5.OA.3.B

Ability to apply knowledge of the coordinate system.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
3.OA.9.B	Ability to investigate, discover, and extend number patterns and explain why they work.
3.NBT.1.D	Ability to use a variety of strategies when rounding (e.g., number line, proximity, and hundreds chart)
3.NBT.1.E	Ability to round a three-digit number to the nearest 10 or 100
3.NF.1.A	Knowledge of the relationship between the number of equal shares and the size of the share
3.NF.1.B	Knowledge of equal shares of circles and rectangles divided into or partitioned into halves, thirds, and fourths
3.NF.1.C	Knowledge that, for example, the fraction $\frac{1}{4}$ is formed by 1 part of a whole which is divided into 4 equal parts
3.NF.1.D	Knowledge that, for example, the fraction $\frac{3}{4}$ is the same as $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ (3 parts of the whole when divided into fourths)
3.NF.1.E	Knowledge of the terms numerator (the number of parts being counted) and denominator (the total number of equal parts in the whole)
3.NF.1.F	Knowledge of and ability to explain and write fractions that represent one whole (e.g., $\frac{4}{4}$, $\frac{3}{3}$)
3.NF.1.G	Ability to identify and create fractions of a region and of a set, including the use of concrete materials
3.NF.1.H	Knowledge of the size or quantity of the original whole when working with fractional parts

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
3.NF.2.B	Ability to apply knowledge of unit fractions to represent and compute fractions on a number line
3.NF.2.C	Knowledge of the relationship between fractions and division. (Division separates a quantity into equal parts. Fractions divide a region or a set into equal parts)
3.NF.2a.1	Knowledge of the meaning of the parts of a fraction (numerator and denominator)
3.NF.2a.2	Knowledge of fraction $1/b$ as the unit fraction of the whole.
3.NF.2b.1	Knowledge that when counting parts of a whole, the numerator consecutively changes but the denominator stays the same. (Example: $1/4$, $2/4$, $3/4$, $4/4$ or 1)
3.NF.3.A	Ability to use concrete manipulatives and visual models to explain reasoning about fractions
3.NF.3.E	Ability to use benchmarks of 0, $1/2$ and 1 comparing fractions
3.NF.3.F	Knowledge of and experience with fractional number sense to lay foundation for manipulating, comparing, finding equivalent fractions, etc.
3.NF.3a.1	Ability to describe the same amount by using different-sized fractional parts. (e.g., $1/2$ is the same as $2/4$ or $3/6$ or $4/8$)
3.NF.3a.2	Ability to use number lines as well as fractions of a set or fractions of a region to model equivalent fractions
3.NF.3a.3	Ability to use a variety of models to investigate relationships of equivalency

Success With Workbooks State Standards

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Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
3.NF.3b.1	Ability to describe the same amount by using different-sized fractional parts. (e.g., $\frac{1}{2}$ is the same as $\frac{2}{4}$ or $\frac{3}{6}$ or $\frac{4}{8}$)
3.NF.3b.2	Ability to use fraction models (e.g., fraction towers, fraction strips) to justify understanding of equivalent fractions
3.NF.3c.1	Knowledge of the denominator as the number of parts that a whole is divided into in order to explain why a denominator of 1 indicates whole
3.NF.3d.1	Ability to use benchmarks of 0, $\frac{1}{2}$ and 1 to explain relative value of fractions
3.NF.3d.3	Knowledge that when comparing fractions the whole must be the same
3.NF.3d.4	Ability to use a variety of models when comparing fractions (e.g., number line, equivalence table, and manipulatives such as Cuisenaire rods, fraction towers, fraction circles, fraction strips)
3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3.NF.A.3b	Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.MD.1.A	Ability to tell time to the nearest 5-minute interval
3.MD.1.B	Ability to tell time to the nearest minute in a.m. and p.m.
3.MD.1.C	Ability to measure time intervals in minutes

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Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
3.MD.1.E	Ability to initially add minutes in order to find the end time followed by working backwards to find start time
3.MD.1.G	Ability to relate fractions and time (1/4 with quarter hour, 1/2 with half past the hour)
3.MD.1.H	Ability to find start time, end time, or elapsed time
3.MD.3.A	Knowledge that the use of "square" is referring to interval on the scale and that not all graphs will include a "square" but all graphs should include intervals
3.MD.3.B	Ability to apply experience with constructing and analyzing simple, single-unit scaled bar and picture graphs (pictograph) with no more than 4 categories
3.MD.3.C	Knowledge of increased scale and intervals (moving to graphs representing more than one item and the intervals representing 2, 5, 10 on the graph, etc.) and expanding to one-step and two-step problem-solving with given data
3.MD.3.D	Knowledge that the interval of scale is the amount from one tick mark to the next along the axis and that the scale would be determined based on the values being represented in the data
3.MD.3.E	Knowledge of and ability to connect understanding of locating points on a number line with locating points between intervals on a given axis. (e.g., if given a scale counting by 5s students would need to be able to estimate the location of 13 between intervals of 10 and 15.)
3.MD.3.F	Ability to apply the information in the Key when interpreting fractions of a symbol on a picture graph
3.MD.6.A	Ability to use manipulatives and visual models to calculate area

Success With Workbooks State Standards

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Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
3MD7b.1	Ability to apply the formula for area of a rectangle to solve word problems
3MD7c.2	Ability to use a pictorial model of the distributive property to solve area word problems
3MD7c.3	Knowledge that, for example, when working with a rectangle with side lengths of 7units by 8units, let a represent 7 and b+c represent a decomposition of 8 (e.g. 5+3, 6+2, 4+4, 7+1, etc.) In other words, 7×8 is the same as $(7 \times 2) + (7 \times 6)$
3.MD.7d.2	Knowledge that rectilinear figures refer to any polygon with all right angles
3.MD.8.D	Ability to explain and model the relationship between area and perimeter using concrete materials (e.g., color tiles and geoboards).
3.OA.3.A	Ability to determine when to use multiplication or division to solve a given word problem situation
3.OA.7.B	Ability to use multiple strategies to enhance understanding
3.OA.8.F	Ability to use various strategies applied in one-step word problems to solve multi-step word problems
3.OA.8.J	Ability to use critical thinking skills to determine whether an estimate or exact answer is needed in the solution of a word problem
3.OA.3.B	Ability to solve different types of multiplication and division word problems
3.OA.7.A	Knowledge of multiplication and division strategies and properties to achieve efficient recall of facts
3.OA.8.A	Knowledge of strategies for word problems as established for addition and subtraction

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.OA.8.B

Ability to solve word problems that use whole numbers and yield whole-number solutions

3.NBT.2.B

Ability to apply alternative algorithms as appropriate

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.4.C	Ability to apply knowledge of basic multiplication facts to determine if products are prime or composite by determining all possible factor combinations for specific products
4.OA.5.A	Ability to apply knowledge of Growing Patterns versus Repeating Patterns using either numbers or shapes
4.NF.2.A	Ability to apply knowledge factors (4OA4) to the strategies used to determine equivalent fractions as well as ordering fractions
4.NF.2.B	Ability to apply reasoning such as $5/20 < 1/2$ because 5 is not half of 20
4.NF.2.C	Ability to compare unlike fractions as stated in this Standard lays the foundation for knowledge of strategies such as finding the Least Common Multiple or the Greatest Common Factor
4.NF.3a.3	Knowledge that when counting parts of a whole, the numerator consecutively changes, the denominator stays the same (Example, $1/4, 2/4, 3/4, 4/4$ or 1)
4.MD.3.B	Ability to apply knowledge of factors, finding an unknown factor in an equation, and the relationship between multiplication and area
4.OA.4.A	Knowledge of multiplication as arrays and its connection to area of rectangles to determine factor pairs
4.MD.1.A	Knowledge of capacity units should also include cups, pints, quarts, and gallons.
4.MD.1.B	Knowledge of length units should also include inches, feet, and yards.

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Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
4.MD.1.C	Ability to use visual aids with conversion of measurement
4.MD.2.A	Ability to use visual aids with conversion of measurement
4.MD.2.B	Knowledge of systems of measurement, fractions, decimals, and equivalent units of measurement
4.MD.3.A	Ability to apply knowledge of the relationship between area and perimeter through the exploration of rectangles with the same area but different perimeters or rectangles with the same perimeter but different areas
4.G1.A	This is the first time these terms are introduced.
4.G1.B	Ability to apply a deep understanding of this vocabulary will assist with drawing and identifying these shapes within two-dimensional figures.
4.G2.A	Ability to use concrete materials to model the lines and angles of two-dimensional figures to provide visual evidence of the relationship between various figures
4.G3.B	This is the first exposure to symmetry in the Common Core.
4.OA.2.A	Ability to solve various types of problems involving multiplication and division (CCSS, Page 89, Table 2) through initial use of concrete materials and pictures, leading to the use of equations as a tool in solutions
4.OA.3.A	Ability to apply knowledge of addition, subtraction, multiplication, and/or division appropriately to solve multi-step word problems through the use of equations

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Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

4.OA.3.B

Ability to put the remainder in a division word problem in context and interpret it appropriately to determine if it should be discarded, replaced with the next highest whole number answer, or used as the answer to the question

4.NBT.4.A

Knowledge of various types of algorithms

4.NBT.4.B

Ability to apply a standard algorithm in both addition and subtraction problems

4.NBT.5.A

Knowledge of the use of arrays area models for multiplication

4.NBT.5.B

Knowledge of and ability to apply the Properties of Operations

4.NBT.6.A

Ability to apply knowledge of multiplication and division within 100

4.NBT.6.B

Ability to use arrays and area models for multiplication and division

4.NBT.6.C

Knowledge of and ability to apply the Properties of Operations

4.NF.3a.1

Ability to use concrete and/or pictorial tools to add and subtract fractions with like denominators

4.NF.3a.4

Ability to use manipulatives to demonstrate that the denominator does not change when adding or subtracting fractions with like denominators

4.NF.3a.5

Ability to represent the addition and subtraction of fractions using concrete materials, pictures, numbers, and words

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Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

4.MD.7.A

Ability to apply knowledge of common whole number addition and subtraction situations to fractional problem situations

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
5.NF.1.A	Ability to create equivalent fractions for each addend by using the identity property.
5.G.3.A	Knowledge of classifying two dimensional figures (4.G.2) to see relationships among the attributes of two-dimensional figures.
5.OA.3.B	Ability to apply knowledge of the coordinate system.
5.NBT.7.A	Ability to recognize that the product is not always larger than its factors
5.NBT.7.B	Ability to recognize that the quotient is not always smaller than the dividend
5.NF.2.A	Knowledge of understanding addition and subtraction of fractions as joining and separating parts referring to the same whole.
5.NF.4.b.1	Knowledge of unit fractions to multiply all fractions.

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0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

0545201039

Scholastic Success With Reading Tests: Grade 3

L5.c.1	Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words.
RL1.B.2	determine main ideas of portions of the text
RL1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RL1.C.1	determine and explain the main idea (explicit or inferred) of the text
RL1.C.3	identify what is directly stated in the text
RL1.C.4	draw inferences and conclusions from the text
RL1.E	Select relevant textual evidence when responding either orally or in writing to text-specific questions.
RL1.H	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RL2.A	Identify and distinguish among literary texts, including types of stories, poems, and plays.
RL2.B.1	Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.
RL2.C.1	Differentiate between a main idea and a central message, lesson, or moral.

Success With Workbooks State Standards

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RL2.C.2	Connect appropriate key details to determine how the author conveys a message, lesson, or moral.
RL3.A	Draw conclusions and make inferences about characters, referring to the text for support.
RL4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
RL4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RI1.A.1	preview and survey the text
RI1.A.2	access prior knowledge about the text
RI1.A.3	formulate purpose-setting questions
RI1.A.4	make predictions
RI1.B.1	reread as necessary
RI1.B.2	determine main ideas of portions of the text
RI1.B.3	periodically restate, retell, paraphrase, and/or summarize
RI1.B.4	connect ideas within the text
RI1.B.5	make, confirm, and/or modify questions, inferences, and predictions

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI1.B.6	visualize
RI1.C.1	determine and explain the main idea (explicit or inferred) of the text
RI1.C.2	summarize the text
RI1.C.3	identify what is directly stated in the text
RI1.C.4	draw inferences and conclusions from the text
RI1.C.5	confirm, refute, and/or make predictions about the text
RI1.C.6	connect prior knowledge or experience to the text
RI1.D	Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
RI1.E	Select relevant textual evidence when responding either orally or in writing to text-specific questions.
RI1.F	Participate actively and appropriately in discussions about informational text.
RI1.G	Apply knowledge of standard English when writing about or discussing informational texts.
RI1.H	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RI2.A	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI2.B	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.C	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.D	Differentiate key details in an informational text from minor details.
RI2.E	Paraphrase key details or information.
RI2.F	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.G	Explain how key details, including those found in text features, support the main idea.
RI2.H	Participate actively and appropriately in discussions about informational texts.
RI2.I	Apply knowledge of standard English when writing about or discussing informational texts.
RI2.J	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RI3.A	Connect and explain types of relationships, including chronology, sequence, cause/effect.
RI3.B	Apply content knowledge to determine relationships in an informational text.
RI3.C	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.

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Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
RI3.D	Apply knowledge of standard English when writing about or discussing informational texts.
RI3.E	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect.
RI4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
RI4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
RI4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RI4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
RI4.G	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
RI5.A	Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.
RI5.B	Explain how text features clarify the information in the text.
RI5.C	Apply knowledge of standard English when writing about or discussing informational texts.
RI5.D	Use academic and domain-specific vocabulary when discussing or writing about text features.

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Alignment ID	Alignment Text
RI6.A	Identify the author’s implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.).
RI6.B	Express a personal point of view about the topic of a text.
RI6.C	Compare and contrast their opinion with that of the author.
RI6.D	Apply knowledge of standard English when writing about or discussing informational texts.
RI6.E	Use academic and domain-specific vocabulary when discussing or writing about text features.
RI7.A	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RI8.A	Explain basic relationships, including comparison, cause/effect, sequence.
RI8.B	Explain the relationships between the ideas and information in sentences and/or paragraphs.
RI8.C	Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.
RI9.A	Differentiate the main points from less important points in two texts on the same topic.
RI9.B	Differentiate the key details from less important details in two texts on the same topic.
RI9.C	Explain the similarities and differences between the main points and key details in two texts on the same topic.

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Alignment ID	Alignment Text
RI10.A	Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.
RI10.B	Demonstrate understanding of assigned informational texts of steadily increasing complexity.
RI10.C	Use self-selected informational texts to explore personal interests and learn about themselves as readers.
RI10.D	Set personal goals and conference regularly with adults to improve reading.
RF3.a.A	Identify and know the meanings of the most common prefixes and derivational suffixes.
RF3.c.C	Confirm decoding efforts through word meanings and word order.
RF4.c.A	Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.
RF4.c.B	Use context clues, sentence structure, and visual clues to guide self-correction.
RL1.2.b	determine main ideas of portions of the text
RL1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RL1.3.a	determine and explain the main idea (explicit or inferred) of the text
RL1.3.c	identify what is directly stated in the text
RL1.3.d	draw inferences and conclusions from the text

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Alignment ID	Alignment Text
RL1.5	Select relevant textual evidence when responding either orally or in writing to text-specific questions.
RL1.8	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RL2.1	Identify and distinguish among literary texts, including types of stories, poems, and plays.
RL2.2.a	Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.
RL2.3.a	Differentiate between a main idea and a central message, lesson, or moral.
RL2.3.b	Connect appropriate key details to determine how the author conveys a message, lesson, or moral.
RL3.1	Draw conclusions and make inferences about characters, referring to the text for support.
RL4.1	Use sentence-level context as a clue to the meaning of a word or phrase.
RL4.3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
RI1.1.a	preview and survey the text
RI1.1.b	access prior knowledge about the text
RI1.1.c	formulate purpose-setting questions

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Alignment ID	Alignment Text
RI1.1.d	make predictions
RI1.2.a	reread as necessary
RI1.2.b	determine main ideas of portions of the text
RI1.2.c	periodically restate, retell, paraphrase, and/or summarize
RI1.2.d	connect ideas within the text
RI1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RI1.2.f	visualize
RI1.3.a	determine and explain the main idea (explicit or inferred) of the text
RI1.3.b	summarize the text
RI1.3.c	identify what is directly stated in the text
RI1.3.d	draw inferences and conclusions from the text
RI1.3.e	confirm, refute, and/or make predictions about the text
RI1.3.f	connect prior knowledge or experience to the text

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Alignment ID	Alignment Text
RI1.4	Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
RI1.5	Select relevant textual evidence when responding either orally or in writing to text-specific questions.
RI1.6	Participate actively and appropriately in discussions about informational text.
RI1.7	Apply knowledge of standard English when writing about or discussing informational texts.
RI1.8	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RI2.1	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).
RI2.2	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.3	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.4	Differentiate key details in an informational text from minor details.
RI2.5	Paraphrase key details or information.
RI2.6	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.7	Explain how key details, including those found in text features, support the main idea.

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Alignment ID	Alignment Text
RI2.8	Participate actively and appropriately in discussions about informational texts.
RI2.9	Apply knowledge of standard English when writing about or discussing informational texts.
RI2.10	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RI3.1	Connect and explain types of relationships, including chronology, sequence, cause/effect.
RI3.2	Apply content knowledge to determine relationships in an informational text.
RI3.3	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.
RI3.4	Apply knowledge of standard English when writing about or discussing informational texts.
RI3.5	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect.
RI4.1	Use sentence-level context as a clue to the meaning of a word or phrase.
RI4.2	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).
RI4.3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

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Alignment ID

Alignment Text

RI4.7	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
RI5.1	Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding.
RI5.2	Explain how text features clarify the information in the text.
RI5.3	Apply knowledge of standard English when writing about or discussing informational texts.
RI5.4	Use academic and domain-specific vocabulary when discussing or writing about text features.
RI6.1	Identify the author's implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.).
RI6.2	Express a personal point of view about the topic of a text.
RI6.3	Compare and contrast their opinion with that of the author.
RI6.4	Apply knowledge of standard English when writing about or discussing informational texts.
RI6.5	Use academic and domain-specific vocabulary when discussing or writing about text features.
RI7.1	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RI8.1	Explain basic relationships, including comparison, cause/effect, sequence.

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Alignment ID	Alignment Text
RI8.2	Explain the relationships between the ideas and information in sentences and/or paragraphs.
RI8.3	Identify and explain how connections between and among sentences and/or paragraphs determine the organization of a text.
RI9.1	Differentiate the main points from less important points in two texts on the same topic.
RI9.2	Differentiate the key details from less important details in two texts on the same topic.
RI9.3	Explain the similarities and differences between the main points and key details in two texts on the same topic.
RI10.1	Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.
RI10.2	Demonstrate understanding of assigned informational texts of steadily increasing complexity.
RI10.3	Use self-selected informational texts to explore personal interests and learn about themselves as readers.
RI10.4	Set personal goals and conference regularly with adults to improve reading.
RF3.a.1	Identify and know the meanings of the most common prefixes and derivational suffixes.
RF3.c.3	Confirm decoding efforts through word meanings and word order.
RF4.c.1	Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.

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Alignment ID	Alignment Text
RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
W1.b.1	Differentiate among reasons, opinion(s), and facts.
W2.b.1	Differentiate between a fact and an opinion.
L4.a.2	Access and connect prior knowledge and experiences to determine the meaning of words and phrases.
L4.a.3	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
L4.b.1	Identify the root word in multisyllabic words.
L4.b.2	Identify meaning of common prefixes and suffixes.
L4.c.1	Identify and define the root word in unknown words.
L4.c.2	Use meaning of prefixes and suffixes to explain the meaning of words with known roots.
L5.a.2	Recognize that word combinations have different meanings in different contexts.
RL4.D	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL4.E	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI4.E	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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Alignment ID	Alignment Text
RI4.F	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RL4.4	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RL4.5	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI4.5	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
RI4.6	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L4.a.1	Identify clues within a sentence that help determine or clarify the meaning of a word or phrase.
L4.d.4	Use the context in which words are used to choose among possible meanings.
L5.b.1	Access prior knowledge and experiences to identify connections between words and their application to real life.

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Alignment ID	Alignment Text
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L6.A	Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words.
W1.c.2	Apply academic vocabulary to express relationships correctly and precisely.
W2.c.2	Apply academic vocabulary to express relationships correctly.
W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W3.c.1	Apply academic vocabulary in order to express and control a narrative sequence.
L6.1	Through modeling and exposure to a variety of grade appropriate texts, develop and enhance rich oral language and writing, including general specific and domain-specific words.
W1.b.1	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.
L5.c.1	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words.
RL1.B.2	determine main ideas of portions of the text
RL1.B.3	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RL1.B.5	make, confirm, and/or modify questions, inferences, and predictions

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Alignment ID	Alignment Text
RL1.C.1	determine and explain main ideas (explicit or inferred) of the text
RL1.C.2	summarize the text
RL1.C.3	explain what is directly stated in the text by citing specific details and examples from the text
RL1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL1.E	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.
RL1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RL1.I	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RL2.A	Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text.
RL2.B.1	Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.
RL2.B.4	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.

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Alignment ID	Alignment Text
RL4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
RL4.C	Interpret figurative language, including similes and metaphors, in context.
RL4.D	Recognize and explain the meaning of common idioms, adages, and proverbs.
RL4.E	Explain the difference between the denotation and the connotation of a specific word.
RL4.F	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RL4.G	Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band.
RL4.H	Analyze how word choice affects meaning.
RL5.C	Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).
RL7.E	Support inferences and conclusions with relevant textual evidence.
RL9.A	Apply skills from CCSS 5 RL 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL9.B	Support inferences about the relationship between text features with relevant textual evidence.
RI1.A.1	preview and survey the text

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Alignment ID	Alignment Text
RI1.A.2	access prior knowledge about the text
RI1.A.3	formulate purpose-setting questions
RI1.A.4	make predictions
RI1.B.1	reread as necessary
RI1.B.2	determine main ideas of portions of the text
RI1.B.3	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.B.4	connect ideas within the text
RI1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RI1.B.6	visualize
RI1.C.1	determine and explain main ideas (explicit or inferred) of the text
RI1.C.2	summarize the text
RI1.C.3	explain what is directly stated in the text by citing specific details and examples from the text
RI1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text

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Alignment ID	Alignment Text
RI1.C.5	synthesize information and ideas
RI1.C.6	confirm, refute, and/or make predictions about the text
RI1.C.7	connect prior knowledge or experience to the text
RI1.D	Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
RI1.E	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.
RI1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.G	Participate actively and appropriately in discussions about informational text.
RI1.H	Apply knowledge of standard English when writing about or discussing literature.
RI1.I	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RI2.A	Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.
RI2.B	Paraphrase key details or information.

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Alignment ID	Alignment Text
RI2.C	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.D	Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
RI2.E	Participate actively and appropriately in discussions about informational texts.
RI2.F	Apply knowledge of standard English when writing about or discussing informational texts.
RI2.G	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RI3.A	Connect and explain types of relationships.
RI3.B	Apply content knowledge to determine relationships in an informational text.
RI3.C	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.
RI3.D	Apply knowledge of standard English when writing about or discussing informational texts.
RI3.E	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships.
RI4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Alignment ID	Alignment Text
RI4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
RI4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI4.D	Interpret figurative language, including similes and metaphors, in context.
RI4.E	Recognize and explain the meaning of common idioms, adages, and proverbs.
RI4.F	Explain the difference between the denotation and the connotation of a specific word.
RI4.G	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RI5.A	Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.
RI5.B	Determine and explain how a text is organized, noting points where the organization changes.
RI5.C	Compare and contrast the predominant organizational structures in two or more texts.
RI5.D	Apply knowledge of standard English when writing about or discussing informational texts.
RI5.E	Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text.

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Alignment ID

Alignment Text

RI6.A	Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.
RI6.B	Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic
RI6.C	Draw conclusions about the effect of different types of accounts on the same event or topic.
RI6.D	Apply knowledge of standard English when writing about or discussing informational texts.
RI6.E	Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text.
RI7.A	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RI7.B	Apply an understanding of text features to navigate efficiently between and among texts.
RI8.A	Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.
RI8.B	Connect specific pieces of evidence to the corresponding point supported by the evidence.
RI9.A	Synthesize the main points and key details in several texts on the same topic.
RI9.B	Draw evidence from informational text to support analysis, reflection, and research.

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Alignment ID	Alignment Text
RI10.A	Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.
RI10.B	Demonstrate understanding of assigned informational texts of steadily increasing complexity.
RI10.C	Use self-selected informational texts both to explore personal interests and challenge themselves as readers.
RI10.D	Set personal goals and conference regularly with adults to improve reading.
RF3.a.D	Understand that an affix may change the meaning or part of speech of a word.
RF4.c.A	Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.
RF4.c.B	Use context clues, sentence structure, and visual clues to guide self-correction.
W9.b.1	Write in response to grade-level print, nonprint, and digital literary or informational text(s).
RL1.2.b	determine main ideas of portions of the text
RL1.2.c	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RL1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RL1.3.a	determine and explain main ideas (explicit or inferred) of the text
RL1.3.b	summarize the text

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Alignment ID	Alignment Text
RL1.3.c	explain what is directly stated in the text by citing specific details and examples from the text
RL1.3.d	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL1.5	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.
RL1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RL1.9	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RL2.1	Summarize a literary text either orally or in writing, including key events from the beginning, middle, and end of the text.
RL2.2.a	Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.
RL2.2.b	Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.
RL2.2.d	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
RL4.1	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Alignment ID	Alignment Text
RL4.3	Interpret figurative language, including similes and metaphors, in context.
RL4.4	Recognize and explain the meaning of common idioms, adages, and proverbs.
RL4.5	Explain the difference between the denotation and the connotation of a specific word.
RL4.6	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RL4.7	Interpret literary and mythological allusions found in literature in the grades 4-5 text complexity band.
RL4.8	Analyze how word choice affects meaning.
RL5.3	Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).
RL7.5	Support inferences and conclusions with relevant textual evidence.
RL9.1	Apply skills from CCSS RL.5. 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL9.2	Support inferences about the relationship between text features with relevant textual evidence.
RI1.1.a	preview and survey the text
RI1.1.b	access prior knowledge about the text

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Alignment ID	Alignment Text
RI1.1.c	formulate purpose-setting questions
RI1.1.d	make predictions
RI1.2.a	reread as necessary
RI1.2.b	determine main ideas of portions of the text
RI1.2.c	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.2.d	connect ideas within the text
RI1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RI1.2.f	visualize
RI1.3.a	determine and explain main ideas (explicit or inferred) of the text
RI1.3.b	summarize the text
RI1.3.c	explain what is directly stated in the text by citing specific details and examples from the text
RI1.3.d	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RI1.3.e	synthesize information and ideas

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Alignment ID	Alignment Text
RI1.3.f	confirm, refute, and/or make predictions about the text
RI1.3.g	connect prior knowledge or experience to the text
RI1.4	Apply a questioning schema to generate and respond either orally or in writing to text-specific questions.
RI1.5	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.
RI1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.7	Participate actively and appropriately in discussions about informational text.
RI1.8	Apply knowledge of standard English when writing about or discussing informational texts.
RI1.9	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.
RI2.1	Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.
RI2.2	Paraphrase key details or information.
RI2.3	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.

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Alignment ID	Alignment Text
RI2.4	Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
RI2.5	Participate actively and appropriately in discussions about informational texts.
RI2.6	Apply knowledge of standard English when writing about or discussing informational texts.
RI2.7	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RI3.1	Connect and explain types of relationships.
RI3.2	Apply content knowledge to determine relationships in an informational text.
RI3.3	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.
RI3.4	Apply knowledge of standard English when writing about or discussing informational texts.
RI3.5	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships.
RI4.1	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
RI4.2	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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Alignment ID	Alignment Text
RI4.3	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RI4.4	Interpret figurative language, including similes and metaphors, in context.
RI4.5	Recognize and explain the meaning of common idioms, adages, and proverbs.
RI4.6	Explain the difference between the denotation and the connotation of a specific word.
RI4.7	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
RI5.1	Apply an understanding of text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.
RI5.2	Determine and explain how a text is organized, noting points where the organization changes.
RI5.3	Compare and contrast the predominant organizational structures in two or more texts.
RI5.4	Apply knowledge of standard English when writing about or discussing informational texts.
RI5.5	Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text.
RI6.1	Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.

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Alignment ID	Alignment Text
RI6.2	Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic.
RI6.3	Draw conclusions about the effect of different types of accounts on the same event or topic.
RI6.4	Apply knowledge of standard English when writing about or discussing informational texts.
RI6.5	Use academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text.
RI7.1	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RI7.2	Apply an understanding of text features to navigate efficiently between and among texts.
RI8.1	Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.
RI8.2	Connect specific pieces of evidence to the corresponding point supported by the evidence.
RI9.1	Synthesize the main points and key details in several texts on the same topic.
RI9.2	Draw evidence from informational text to support analysis, reflection, and research.
RI10.1	Demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.

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Alignment ID	Alignment Text
RI10.2	Demonstrate understanding of assigned informational texts of steadily increasing complexity.
RI10.3	Use self-selected informational texts both to explore personal interests and challenge themselves as readers.
RI10.4	Set personal goals and conference regularly with adults to improve reading.
RF3.a.4	Understand that an affix may change the meaning or part of speech of a word.
RF4.c.1	Use prior knowledge and experiences to confirm or self-correct word recognition and understanding.
RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
W9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W9.1	Write in response to grade-level print, nonprint, and digital literary or informational text(s).
L4.a.1	Use relationship of ideas in the text to determine meaning of a word or phrase.
L4.a.2	Connect prior knowledge and experiences to determine the meaning of a word or phrase.
L4.a.3	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
L4.b.2	Use meaning of Greek and Latin roots/affixes to explain the meaning of new words.

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Alignment ID

Alignment Text

L4.c.3

Use the context in which words are used to choose among possible meanings.

L5.a.1

Identify and explain similes and metaphors in text.

L5.a.2

Use context to determine the meaning of figurative language.

L5.a.3

Explain how figurative language contributes to constructing meaning in a text.

L5.b.1

Define and identify the purpose of idioms, adages, proverbs.

L5.b.2

Interpret the meaning of idioms, adages, and proverbs encountered in text.

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Alignment ID	Alignment Text
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RH.6-8.8.A	Distinguish among facts, opinions and well-supported arguments in a source in order to evaluate the source’s credibility, bias or worth.
RL5.A	Demonstrate an understanding of the structure of novels, dramas, and poetry.
RL5.B	Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.
RL5.1	Demonstrate an understanding of the structure of novels, dramas, and poetry.
RL5.2	Determine how the particular parts of a novel, drama, or poem relate to each other to form a complete structure.
R.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.
R.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).
R.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
W.9	Draw evidence from informational texts to support analysis, reflection, and research.
RL1.A	Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.

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Alignment ID

Alignment Text

RL1.B	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
RL1.C.1	explaining the main ideas
RL1.C.2	Identifying what is directly stated in the text
RL1.C.3	drawing inferences
RL1.C.4	drawing conclusions
RL1.C.7	paraphrasing and summarizing
RL1.D	Determine and state evidence that confirms the important ideas and messages of a literary text.
RL1.G	Distinguish between connotations and denotations of words for understanding.
RL2.C	Present details to accentuate support of main ideas or themes.
RL2.F	Review key ideas expressed through paraphrasing.
RL3.F	Give a conclusion that follows from events.
RL4.D	Use context as a clue to the meaning of words and phrases.
RL4.G	Demonstrate an understanding of figurative language and connotation.

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Alignment ID	Alignment Text
RL5.D	Determine how a theme is relayed through particular details in a literary text.
RL6.E	Use vocabulary knowledge when considering words and phrases important to comprehension.
RL9.C	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL9.D	Use evidence from literary texts to support analysis.
RL9.E	Present findings using pertinent details.
RI1.A	Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
RI1.B	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
RI1.C.1	explaining the central ideas
RI1.C.2	identifying what is directly stated in the text
RI1.C.3	drawing inferences
RI1.C.4	drawing conclusions

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Alignment ID	Alignment Text
RI1.C.5	verifying or adjusting predictions
RI1.C.6	making new predictions
RI1.C.7	paraphrasing and summarizing
RI1.C.8	making connections between the text and oneself
RI1.D	Determine and state evidence that confirms the meaning of an informational text.
RI1.E	Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.
RI1.F	Use relationships between words for understanding.
RI1.G	Distinguish between connotations and denotations of words for understanding.
RI1.H	Participate actively and appropriately in discussions about informational texts.
RI1.I	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI1.J	Use appropriate academic or domain-specific words when discussing or writing about informational texts.
RI2.A	Use significant pieces of information as clues to a main idea.

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Alignment ID	Alignment Text
RI2.B	Synthesize main ideas to determine a central idea.
RI2.C	Distinguish between subjective and objective summaries.
RI2.D	Paraphrase significant information from an informational text.
RI2.E	Review key ideas expressed through paraphrasing.
RI2.F	State or compose a summary that includes a central idea and significant supporting information from across the text.
RI2.G	Use a variety of transition words to convey relationships between and among ideas.
RI2.H	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI2.I	Use appropriate academic or domain-specific words when discussing or writing about informational text.
RI3.A	Identify important persons, events or ideas in an informational text.
RI3.B	Determine the variety of ways that a person, event, or idea may be described or explained to a reader.
RI3.C	Examine the specific ways an important person, event, or idea in the text is presented to a reader.

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Alignment ID	Alignment Text
RI3.D	Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.
RI3.E	Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.
RI3.F	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI3.G	Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.
RI4.A	Use evidence from an informational text to determine the meaning of a word or phrase.
RI4.B	Use context as a clue to the meaning of a word or phrase.
RI4.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).
RI4.D	Determine the meaning of figures of speech in context.
RI4.E	Determine the suggested meaning of connotations of words that address the same technical meaning.
RI4.F	Verify an inferred meaning of a word or phrase in reference materials.
RI5.A	Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.

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Alignment ID	Alignment Text
RI5.B	Identify the author’s purpose for a grade-appropriate informational text.
RI5.C	Examine how parts of the text support the identified purpose of the text.
RI5.D	Use evidence from informational texts to support analysis of text structure.
RI5.E	Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text.
RI6.A	Determine the difference between author’s point of view and author’s purpose.
RI6.B	Determine author’s point of view through attention to word choice, punctuation, and emphasis on ideas.
RI6.C	Determine author’s purpose through attention to format, text features, and key ideas.
RI7.A	Compare and contrast information received through different formats.
RI7.B	Organize information from different formats to develop a logical understanding of a topic or issue.
RI7.C	Support ideas with relevant evidence.
RI7.D	Use information presented in diverse media and formats.
RI8.A	Demonstrate knowledge of the organizational pattern of an argument.
RI8.B	Identify claims in the text.

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Alignment ID	Alignment Text
RI8.C	Identify supported claims versus unsupported claims in the text.
RI8.D	Assess the value of the argument based upon supported claims.
RI8.E	Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support.
RI8.F	Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not.
RI9.A	Demonstrate knowledge of primary and secondary sources.
RI9.B	Explain the likenesses and differences between the main ideas or information from one author versus another.
RI9.C	Support ideas with relevant evidence.
RI9.D	Present findings using pertinent evidence.
RI10.C	Set personal goals and conference regularly with adults to improve reading.
RH.6-8.1.A	Select and apply appropriate before reading strategies to a primary or secondary source e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
RH.6-8.1.B	Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a primary or secondary source, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.

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Alignment ID	Alignment Text
RH.6-8.1.C.1	explaining the central ideas.
RH.6-8.1.C.2	identifying what is directly stated in the text.
RH.6-8.1.C.3	drawing inferences.
RH.6-8.1.C.4	drawing conclusions.
RH.6-8.1.D	Determine, select, and state the piece of evidence that confirms the meaning of an informational text.
RH.6-8.1.F	Participate actively and appropriately in discussions about informational texts.
RH.6-8.2.A	Determine and examine the relationships between and among ideas throughout a text.
RH.6-8.2.B	Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner.
RH.6-8.2.C	Synthesize relevant evidence to formulate a central idea.
RH.6-8.2.D	Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.
RH.6-8.2.E	Use appropriate academic or domain-specific words when discussing or writing about informational text.
RH.6-8.2.F	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source's context and meaning.

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Alignment ID	Alignment Text
RH.6-8.3.A	List and explain key steps in history/social studies processes (e.g., how a bill becomes a law, how interest rates are raised or lowered).
RH.6-8.3.C	Reread the text to search for connections between and among ideas.
RH.6-8.3.D	Identify a social studies process and steps necessary to complete that process, such as amending the Constitution.
RH.6-8.3.E	Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.
RH.6-8.4.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RH.6-8.4.C	Use contextualization to determine meaning of a word or phrase.
RH.6-8.4.D	Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary.
RH.6-8.4.E	Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources.
RH.6-8.4.F	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.
RH.6-8.5.A	Describe how a source's organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.

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Alignment ID	Alignment Text
RH.6-8.5.B	Determine the organizational structure of a source.
RH.6-8.5.C	Evaluate the effectiveness of the structure in presenting the information.
RH.6-8.5.D	Describe how the organizational structure creates meaning.
RH.6-8.6.A	Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
RH.6-8.6.B	Determine the difference between an author's claim and any opposing claims.
RH.6-8.6.D	Analyze the perspective of the author to determine if the document or topic is historically significant.
RH.6-8.7.G	Draw conclusions, citing evidence from both text and visual sources.
RH.6-8.7.H	Utilize conclusions and evidence in analysis of a historic or contemporary event.
RH.6-8.8.B	Explain whether or not the author's opinion is presented fairly.
RH.6-8.8.C	Analyze a document to determine the author's purpose, point of view, bias and reliability.
RH.6-8.8.D	Analyze the perspective of the author to determine if the document or topic is historically significant.
RH.6-8.8.E	Evaluate the author's acknowledgement of opposing views and the reasoning and evidence s/he uses to refute these views.

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Alignment ID	Alignment Text
RH.6-8.8.F	Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence.
RH.6-8.9.C	Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing.
RH.6-8.9.E	Examine opposing portions of each text for bias and credibility.
RH.6-8.9.F	Draw conclusions about the purpose of opposing facts or interpretation of the facts.
RH.6-8.9.G	Gather and cite evidence from informational texts to support analysis.
RH.6-8.9.H	Present findings using pertinent evidence.
RST.6-8.1.A.1.1	previewing the text.
RST.6-8.1.A.1.2	setting a purpose for reading.
RST.6-8.1.A.1.3	making predictions about the text.
RST.6-8.1.A.1.4	drawing connections between prior knowledge or experience and the text.
RST.6-8.1.A.2.1	rereading.
RST.6-8.1.A.2.2	paraphrasing.
RST.6-8.1.A.2.3	summarizing.

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Alignment ID	Alignment Text
RST.6-8.1.A.2.4	connecting related ideas within the text.
RST.6-8.1.A.2.5	verifying or modifying predictions.
RST.6-8.1.A.2.6	visualizing.
RST.6-8.1.A.2.7	connecting text ideas with prior knowledge or experience.
RST.6-8.1.A.3.1	explaining the main ideas.
RST.6-8.1.A.3.2	identifying what is directly stated in the text.
RST.6-8.1.A.3.3	drawing inferences.
RST.6-8.1.A.3.4	drawing conclusions.
RST.6-8.1.A.3.5	verifying or adjusting predictions.
RST.6-8.1.A.3.6	making new predictions.
RST.6-8.1.A.3.7	paraphrasing and summarizing.
RST.6-8.1.A.3.8	making connections between the text and oneself.
RST.6-8.1.B	Determine, select, and state the strongest piece(s) among multiple pieces of evidence that confirms the meaning of a science or technical text.

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Alignment ID	Alignment Text
RST.6-8.1.C	Participate actively and appropriately in discussions about informational texts.
RST.6-8.1.D	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
RST.6-8.1.E	Use appropriate academic or domain-specific words when drawing inferences about science or technical text.
RST.6-8.2.A	Examine and determine significant pieces of information developed throughout a science or technical text that contributes to the central idea.
RST.6-8.2.B	Synthesize significant information developed through the text to formulate one or more central ideas.
RST.6-8.2.C	Paraphrase or compose a summary that includes the central idea and explain its development throughout the text.
RST.6-8.2.D	Use a variety of transition words to convey relationships between and among ideas.
RST.6-8.3.A.1	Review title for key words from a science or technical procedure to support the purpose.
RST.6-8.3.A.2	Skim text for unfamiliar words and name of tools, materials or necessary equipment
RST.6-8.3.A.3	Determine the general organizational pattern (e.g., transition words and phrases indicating chronological, order sequence, description).
RST.6-8.3.A.4	Identify text features, headings, and graphic/features.

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Alignment ID	Alignment Text
RST.6-8.3.B.1	identifying what is directly stated in the text
RST.6-8.3.B.2	making connections between the text and prior science/technical procedural experiences
RST.6-8.3.B.3.1	visualizing the procedure
RST.6-8.3.B.3.2	paraphrasing and summarizing
RST.6-8.3.C	Implement the procedure (i.e., order of events, tools to use, and safety precautions).
RST.6-8.4.A	Use grade-level appropriate academic or domain-specific words and phrases to show comprehension about a science or technical text.
RST.6-8.4.B	Use evidence from a science or technical text to determine the meaning of a symbol, word, phrase, or other discipline specific vocabulary.
RST.6-8.4.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., ecosystem, photosynthesis, asexual).
RST.6-8.4.D	Examine word choice, relationships between words, and references to other texts as an aid to comprehension.
RST.6-8.4.E	Use and consult reference materials to clarify meaning and correct usage of vocabulary and to aid in vocabulary acquisition.
RST.6-8.4.F	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expressions.

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Alignment ID	Alignment Text
RST.6-8.5..A	Identify and analyze the text structure used to organize science or technical text (e.g., sequentially/chronologically, main ideas and supporting details, cause and effect, compare and contrast, problem and solution).
RST.6-8.5..B	Apply an understanding of text features in a science or technical text (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate an understanding of the text.
RST.6-8.5..C	Determine the author’s purpose for the identified text.
RST.6-8.5..D	Determine the relationship among certain major sections within the text as a whole.
RST.6-8.5..E	Draw conclusions about how the relationship among the major sections adds to the growth of an idea within the whole text.
RST.6-8.5..F	Evaluate the effectiveness of the structure in presenting the information.
RST.6-8.6..A	Evaluate how structure (format, text features) and key ideas are used to support the author’s purpose.
RST.6-8.6..B	Analyze the relationships between and among ideas throughout the text.
RST.6-8.6..C.1	providing an explanation
RST.6-8.6..C.2	describing a procedure
RST.6-8.6..C.3	discussing an experiment

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Alignment ID	Alignment Text
RST.6-8.7..A	Identify the key ideas and details in a science or technical text expressed in words with similar information expressed visually.
RST.6-8.7..B	Compare and contrast quantitative information expressed in words with similar information expressed visually.
RST.6-8.7..C	Organize the information from the different formats to develop a logical understanding of a topic or an issue.
RST.6-8.7..D	Synthesize information to represent a logical understanding of a topic or issue.
RST.6-8.8.A	Use knowledge of words, phrases, and clauses to clarify the relationship among claims and supporting evidence.
RST.6-8.8.B	Use evidence from other informational texts to support analysis.
RST.6-8.8.C	Assess the validity and accuracy of evidence.
RST.6-8.8.D	Identify unsupported claims (speculation) versus supported claims (reasoned judgment) in the text.
RST.6-8.9.A	Identify the main points and supporting evidence gained from experiments, simulations, videos, or multimedia sources on the same topic.
RST.6-8.9.B	Compare and contrast quantitative and technical information expressed in words in a text with similar information expressed visually (experiment, simulations, video, or multimedia).

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Alignment ID	Alignment Text
RST.6-8.9.C	Organize and synthesize the information presented in the formats to develop a logical understanding of a topic or an issue.
RST.6-8.10.A	Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate science and technical texts while self-monitoring for comprehension.
RST.6-8.10.B	Comprehend science and technical text of steadily increasing complexity with scaffolding, as necessary.
RST.6-8.10.C	Set personal goals and conference regularly with adults to improve reading.
RL1.1	Apply appropriate before reading strategies interacting with a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
RL1.2	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
RL1.3.a	explaining the main ideas
RL1.3.b	Identifying what is directly stated in the text
RL1.3.c	drawing inferences
RL1.3.d	drawing conclusions

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Alignment ID	Alignment Text
RL1.3.g	paraphrasing and summarizing
RL1.4	Determine and state evidence that confirms the important ideas and messages of a literary text.
RL1.7	Distinguish between connotations and denotations of words for understanding.
RL2.3	Present details to accentuate support of main ideas or themes.
RL2.6	Review key ideas expressed through paraphrasing.
RL3.6	Give a conclusion that follows from events.
RL4.4	Use context as a clue to the meaning of words and phrases.
RL4.7	Demonstrate an understanding of figurative language and connotation.
RL5.4	Determine how a theme is relayed through particular details in a literary text.
RL6.5	Use vocabulary knowledge when considering words and phrases important to comprehension.
RL9.3	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL9.4	Use evidence from literary texts to support analysis.
RL9.5	Present findings using pertinent details.

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Alignment ID

Alignment Text

RI1.1	Apply appropriate before reading strategies to a text e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
RI1.2	Monitor comprehension with appropriate during reading strategies e.g., rereading, paraphrasing, summarizing, connecting related ideas within a text, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
RI1.3.a	explaining the central ideas
RI1.3.b	identifying what is directly stated in the text
RI1.3.c	drawing inferences
RI1.3.d	drawing conclusions
RI1.3.e	verifying or adjusting predictions
RI1.3.f	making new predictions
RI1.3.g	paraphrasing and summarizing
RI1.3.h	making connections between the text and oneself
RI1.4	Determine and state evidence that confirms the meaning of an informational text.

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Alignment ID

Alignment Text

RI1.5	Identify evidence to suggest logically what might be true about an author's purpose, opinion, important ideas, etc.
RI1.6	Use relationships between words for understanding.
RI1.7	Distinguish between connotations and denotations of words for understanding.
RI1.8	Participate actively and appropriately in discussions about informational texts.
RI1.9	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI1.10	Use appropriate academic or domain-specific words when discussing or writing about informational texts.
RI2.1	Use significant pieces of information as clues to a main idea.
RI2.2	Synthesize main ideas to determine a central idea.
RI2.3	Distinguish between subjective and objective summaries.
RI2.4	Paraphrase significant information from an informational text.
RI2.5	Review key ideas expressed through paraphrasing.
RI2.6	State or compose a summary that includes a central idea and significant supporting information from across the text.

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Alignment ID	Alignment Text
RI2.7	Use a variety of transition words to convey relationships between and among ideas.
RI2.8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI2.9	Use appropriate academic or domain-specific words when discussing or writing about informational text.
RI3.1	Identify important persons, events or ideas in an informational text.
RI3.2	Determine the variety of ways that a person, event, or idea may be described or explained to a reader.
RI3.3	Examine the specific ways an important person, event, or idea in the text is presented to a reader.
RI3.4	Identify the effect the presentation of an important person, event, or idea in the text has upon a reader.
RI3.5	Apply knowledge of organizational patterns by identification of strategies such as definition, classification, comparison/contrast and cause/effect.
RI3.6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI3.7	Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.

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Alignment ID	Alignment Text
RI4.1	Use evidence from an informational text to determine the meaning of a word or phrase.
RI4.2	Use context as a clue to the meaning of a word or phrase.
RI4.3	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
RI4.4	Determine the meaning of figures of speech in context.
RI4.5	Determine the suggested meaning of connotations of words that address the same technical meaning.
RI4.6	Verify an inferred meaning of a word or phrase in reference materials.
RI5.1	Determine the general organizational pattern of a grade-appropriate informational text, e.g., transition words and phrases indicating chronological order, cause/effect, problem solution, etc.
RI5.2	Identify the author's purpose for a grade-appropriate informational text.
RI5.3	Examine how parts of the text support the identified purpose of the text.
RI5.4	Use evidence from informational texts to support analysis of text structure.
RI5.5	Use grade-appropriate academic and domain-specific words when explaining the role of portions of the text.
RI6.1	Determine the difference between author's point of view and author's purpose.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RI6.2	Determine author's point of view through attention to word choice, punctuation, and emphasis on ideas.
RI6.3	Determine author's purpose through attention to format, text features, and key ideas.
RI7.1	Compare and contrast information received through different formats.
RI7.2	Organize information from different formats to develop a logical understanding of a topic or issue.
RI7.3	Support ideas with relevant evidence.
RI7.4	Use information presented in diverse media and formats.
RI8.1	Demonstrate knowledge of the organizational pattern of an argument.
RI8.2	Identify claims in the text.
RI8.3	Identify supported claims versus unsupported claims in the text.
RI8.4	Assess the value of the argument based upon supported claims.
RI8.5	Use knowledge of words, phrases, and clauses to clarify the relationship between claims and support.
RI8.6	Delineate an argument and specific claims, showing the difference between claims that are supported and those that are not.
RI9.1	Demonstrate knowledge of primary and secondary sources.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RI9.2	Explain the likenesses and differences between the main ideas or information from one author versus another.
RI9.3	Support ideas with relevant evidence.
RI9.4	Present findings using pertinent evidence.
RI10.3	Set personal goals and conference regularly with adults to improve reading.
W2.c.1	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
W2.d.1	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
W3.d.1	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L4.a.2	Apply an understanding of inference and drawing conclusions to determine word or phrase meaning.
L4.b.1	Apply an understanding of basic word parts as clues to word meaning.
L4.b.2	Apply an understanding of root word families to determine the meaning of a word.
L5.a.1	Apply knowledge of figurative language including personification to a critical reading of a text.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
L5.a.3	Determine the meaning of words and phrases as they are used in a text including figurative language.
L5.a.4	Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning.
RH.6-8.1.1	Select and apply appropriate before reading strategies to a primary or secondary source e.g., previewing the text, setting a purpose for reading, making predictions about the text, and drawing connections between prior knowledge or experience and the text.
RH.6-8.1.2	Select and apply during reading strategies to monitor comprehension e.g., rereading, paraphrasing, summarizing, connecting related ideas within a primary or secondary source, verifying or modifying predictions, visualizing, and connecting text ideas with prior knowledge or experience.
RH.6-8.1.3.a	explaining the central ideas.
RH.6-8.1.3.b	identifying what is directly stated in the text.
RH.6-8.1.3.c	drawing inferences.
RH.6-8.1.3.d	drawing conclusions.
RH.6-8.1.3.e	verifying or adjusting predictions.
RH.6-8.1.3.f	making new predictions.
RH.6-8.1.3.g	paraphrasing and summarizing.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RH.6-8.1.3.h	making connections between the text and oneself.
RH.6-8.1.4	Determine, select, and state the piece of evidence that confirms the meaning of an informational text.
RH.6-8.1.5	Identify the piece of evidence that suggests logically what might be true about an author's purpose, opinion, important ideas, etc.
RH.6-8.1.6	Participate actively and appropriately in discussions about informational texts.
RH.6-8.1.7	Use appropriate academic or domain-specific words when drawing inferences.
RH.6-8.1.8	Analyze primary and secondary sources to explain what they tell about a person, place or event; citing specific evidence to support the claim.
RH.6-8.2.1	Determine and examine the relationships between and among ideas throughout a text.
RH.6-8.2.2	Present findings with sound, valid reasoning supported by relevant evidence in a focused, coherent manner.
RH.6-8.2.3	Synthesize relevant evidence to formulate a central idea.
RH.6-8.2.4	Paraphrase to state or compose an unbiased summary that includes a central idea and tracks its development throughout the text.
RH.6-8.2.5	Use appropriate academic or domain-specific words when discussing or writing about informational text.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RH.6-8.2.6	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source's context and meaning.
RH.6-8.3.1	List and explain key steps in history/social studies processes (e.g., how a bill becomes a law, how interest rates are raised or lowered).
RH.6-8.3.2	Use appropriate graphic organizers or other note-taking techniques to record important ideas or information from a source.
RH.6-8.3.3	Reread the text to search for connections between and among ideas.
RH.6-8.3.4	Identify a social studies process and steps necessary to complete that process, such as amending the Constitution.
RH.6-8.3.5	Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.
RH.6-8.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RH.6-8.4.2	Use accurately grade-appropriate academic and domain-specific words and phrases to show comprehension.
RH.6-8.4.3	Use contextualization to determine meaning of a word or phrase.
RH.6-8.4.4	Use prior knowledge and context clues to determine meaning of words, phrases and other discipline specific vocabulary.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RH.6-8.4.5	Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources.
RH.6-8.4.6	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.
RH.6-8.5.1	Describe how a source's organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution are used to help gain meaning.
RH.6-8.5.2	Determine the organizational structure of a source.
RH.6-8.5.3	Evaluate the effectiveness of the structure in presenting the information.
RH.6-8.5.4	Describe how the organizational structure creates meaning.
RH.6-8.6.1	Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas).
RH.6-8.6.2	Determine the difference between an author's claim and any opposing claims.
RH.6-8.6.3	Assess the credibility of primary and secondary sources.
RH.6-8.6.4	Analyze the perspective of the author to determine if the document or topic is historically significant.
RH.6-8.7.1	Analyze historic and contemporary events through the integration of multiple visual and print sources.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RH.6-8.7.2	Identify and gather several specific types of primary sources—both textual (e.g., diaries, letters, newspaper articles, census records, websites) and visual (e.g., paintings, photographs, maps, graphs, etc.) to be used in addressing a social studies problem or question.
RH.6-8.7.3	Use appropriate graphic organizers to record important ideas or information to analyze each source.
RH.6-8.7.4	Analyze the kinds of information each type of source offers, and evaluate the strengths and weaknesses of each source.
RH.6-8.7.5	Define relationships among gathered information identifying where information from different sources converges and where it differs.
RH.6-8.7.6	Corroborate information from various sources.
RH.6-8.7.7	Draw conclusions, citing evidence from both text and visual sources.
RH.6-8.7.8	Utilize conclusions and evidence in analysis of a historic or contemporary event.
RH.6-8.8.1	Distinguish among facts, opinions and well-supported arguments in a source in order to evaluate the source's credibility, bias or worth.
RH.6-8.8.2	Explain whether or not the author's opinion is presented fairly.
RH.6-8.8.3	Analyze a document to determine the author's purpose, point of view, bias and reliability.
RH.6-8.8.4	Analyze the perspective of the author to determine if the document or topic is historically significant.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RH.6-8.8.5	Evaluate the author's acknowledgement of opposing views and the reasoning and evidence s/he uses to refute these views.
RH.6-8.8.6	Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence.
RH.6-8.9.1	Define differences between primary and secondary sources.
RH.6-8.9.2	Compare and contrast primary sources against secondary syntheses on the same topic.
RH.6-8.9.3	Place each source in its historical context and analyze how that historical context affects point of view, bias, or purpose for writing.
RH.6-8.9.4	Determine the bias and credibility of each source.
RH.6-8.9.5	Examine opposing portions of each text for bias and credibility.
RH.6-8.9.6	Draw conclusions about the purpose of opposing facts or interpretation of the facts.
RH.6-8.9.7	Gather and cite evidence from informational texts to support analysis.
RH.6-8.9.8	Present findings using pertinent evidence.
RH.6-8.9.9	Interpret primary and secondary sources for corroboration between and among ideas.
RH.6-8.9.10	Assess the value of both primary and secondary sources on the same topic.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.1.1.a.1	previewing the text.
RST.6-8.1.1.a.2	setting a purpose for reading.
RST.6-8.1.1.a.3	making predictions about the text.
RST.6-8.1.1.a.4	drawing connections between prior knowledge or experience and the text.
RST.6-8.1.1.b.1	rereading.
RST.6-8.1.1.b.2	paraphrasing.
RST.6-8.1.1.b.3	summarizing.
RST.6-8.1.1.b.4	connecting related ideas within the text.
RST.6-8.1.1.b.5	verifying or modifying predictions.
RST.6-8.1.1.b.6	visualizing.
RST.6-8.1.1.b.7	connecting text ideas with prior knowledge or experience.
RST.6-8.1.1.c.1	explaining the main ideas.
RST.6-8.1.1.c.2	identifying what is directly stated in the text.
RST.6-8.1.1.c.3	drawing inferences.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.1.1.c.4	drawing conclusions.
RST.6-8.1.1.c.5	verifying or adjusting predictions.
RST.6-8.1.1.c.6	making new predictions.
RST.6-8.1.1.c.7	paraphrasing and summarizing.
RST.6-8.1.1.c.8	making connections between the text and oneself.
RST.6-8.1.2	Determine, select, and state the strongest piece(s) among multiple pieces of evidence that confirms the meaning of a science or technical text.
RST.6-8.1.3	Participate actively and appropriately in discussions about informational texts.
RST.6-8.1.4	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
RST.6-8.1.5	Use appropriate academic or domain-specific words when drawing inferences about science or technical text.
RST.6-8.2.1	Examine and determine significant pieces of information developed throughout a science or technical text that contributes to the central idea.
RST.6-8.2.2	Synthesize significant information developed through the text to formulate one or more central ideas.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.2.3	Paraphrase or compose a summary that includes the central idea and explain its development throughout the text.
RST.6-8.2.4	Use a variety of transition words to convey relationships between and among ideas.
RST.6-8.3.1.a	Review title for key words from a science or technical procedure to support the purpose.
RST.6-8.3.1.b	Skim text for unfamiliar words and name of tools, materials or necessary equipment.
RST.6-8.3.1.c	Determine the general organizational pattern (e.g., transition words and phrases indicating chronological, order sequence, description).
RST.6-8.3.1.d	Identify text features, headings, and graphic/features.
RST.6-8.3.2.a	identifying what is directly stated in the text
RST.6-8.3.2.b	making connections between the text and prior science/technical procedural experiences
RST.6-8.3.2.c.1	visualizing the procedure
RST.6-8.3.2.c.2	paraphrasing and summarizing
RST.6-8.3.3	Implement the procedure (i.e., order of events, tools to use, and safety precautions).
RST.6-8.4.1	Use grade-level appropriate academic or domain-specific words and phrases to show comprehension about a science or technical text.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.4.2	Use evidence from a science or technical text to determine the meaning of a symbol, word, phrase, or other discipline specific vocabulary.
RST.6-8.4.3	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., ecosystem, photosynthesis, asexual).
RST.6-8.4.4	Examine word choice, relationships between words, and references to other texts as an aid to comprehension.
RST.6-8.4.5	Use and consult reference materials to clarify meaning and correct usage of vocabulary and to aid in vocabulary acquisition.
RST.6-8.4.6	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expressions.
RST.6-8.5.1	Identify and analyze the text structure used to organize science or technical text (e.g., sequentially/chronologically, main ideas and supporting details, cause and effect, compare and contrast, problem and solution).
RST.6-8.5.2	Apply an understanding of text features in a science or technical text (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate an understanding of the text.
RST.6-8.5.3	Determine the author's purpose for the identified text.
RST.6-8.5.4	Determine the relationship among certain major sections within the text as a whole.
RST.6-8.5.5	Draw conclusions about how the relationship among the major sections adds to the growth of an idea within the whole text.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.5.6	Evaluate the effectiveness of the structure in presenting the information.
RST.6-8.6.1	Evaluate how structure (format, text features) and key ideas are used to support the author's purpose.
RST.6-8.6.2	Analyze the relationships between and among ideas throughout the text.
RST.6-8.6.3.a	providing an explanation
RST.6-8.6.3.b	describing a procedure
RST.6-8.6.3.c	discussing an experiment
RST.6-8.7.1	Identify the key ideas and details in a science or technical text expressed in words with similar information expressed visually.
RST.6-8.7.2	Compare and contrast quantitative information expressed in words with similar information expressed visually.
RST.6-8.7.3	Organize the information from the different formats to develop a logical understanding of a topic or an issue.
RST.6-8.7.4	Synthesize information to represent a logical understanding of a topic or issue.
RST.6-8.8.1	Use knowledge of words, phrases, and clauses to clarify the relationship among claims and supporting evidence.

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Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
RST.6-8.8.2	Use evidence from other informational texts to support analysis.
RST.6-8.8.3	Assess the validity and accuracy of evidence.
RST.6-8.8.4	Identify unsupported claims (speculation) versus supported claims (reasoned judgment) in the text.
RST.6-8.9.1	Identify the main points and supporting evidence gained from experiments, simulations, videos, or multimedia sources on the same topic.
RST.6-8.9.2	Compare and contrast quantitative and technical information expressed in words in a text with similar information expressed visually (experiment, simulations, video, or multimedia).
RST.6-8.9.3	Organize and synthesize the information presented in the formats to develop a logical understanding of a topic or an issue.
RST.6-8.10.1	Adjust strategies as necessary for reading a self-selected and assigned range of grade-appropriate science and technical texts while self-monitoring for comprehension.
RST.6-8.10.2	Comprehend science and technical text of steadily increasing complexity with scaffolding, as necessary.
RST.6-8.10.3	Set personal goals and conference regularly with adults to improve reading.
RL1.F	Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts.

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Alignment ID

Alignment Text

RL1.6

Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts.

L4.a.1

Apply an understanding of the various types of context clues to determine word or phrase meaning.

Success With Workbooks State Standards

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
W1.B.3.1	Use common, proper, and possessive nouns
W1.B.3.2	Use personal, possessive, and indefinite pronouns (e.g., I, me, my).
W1.B.3.3	Use frequently occurring conjunctions (e.g., and, but, or, so, because)
W1.B.3.4	Use end punctuation for sentences
W1.B.3.5	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
W2.B.4.1	Produce complete simple and compound sentences.
SL6.C	Compose complete simple sentences.
W1.B.3.a	Use common, proper, and possessive nouns.
W1.B.3.b	Use personal, possessive, and indefinite pronouns (e.g., I, me, my).
W1.B.3.c	Use frequently occurring conjunctions (e.g., and, but, or, so, because)
W1.B.3.d	Use end punctuation for sentences.
W1.B.3.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
W1.C.1	Draft a simple sentence that restates the opinion.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
W2.B.4.a	Produce complete simple and compound sentences.
W2.C.1	Draft a concluding simple sentence.
SL6.3	Compose complete simple sentences.
W3.B.1.3	Use frequently occurring adjectives.
SL4.C	Use frequently occurring adjectives to describe.
W3.B.1.c	Use frequently occurring adjectives.
SL4.3	Use frequently occurring adjectives to describe.
L1.f.2	Classify adjectives into categories such as size, color.
RF1.a.D	Identify the components of a sentence (e.g., words, punctuation, etc.).
L2.b	Use end punctuation for sentences.
RF1.a.4	Identify the components of a sentence (e.g., words, punctuation, etc.).
L2.b.2	Identify different types of sentences and their end punctuation.
L2.b.3	Use of end punctuation correctly in writing.
W1.C.2.2	Expand simple complete sentences.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
W2.C.2.2	Expand complete simple sentences.
W3.B.1.1	Produce complete simple sentences.
L1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
W1.C.2.b	Expand simple complete sentences.
W2.C.2.b	Expand complete simple sentences.
W3.B.1.a	Produce complete simple sentences.
RL1.G	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL2.G	Demonstrate command of the conventions of standard English grammar and usage when speaking.
RL3.E	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL5.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
RL7.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL9.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI1.H	Demonstrate command of the conventions of standard English when speaking and writing.
RI2.E	Demonstrate command of the conventions of standard English when speaking and writing.
RI3.E	Demonstrate command of the conventions of standard English when writing or speaking.
RI4.F	Demonstrate command of the conventions of standard English when writing or speaking.
RI7.E	Demonstrate command of the conventions of standard English when writing or speaking.
RI8.E	Demonstrate command of the conventions of standard English when writing or speaking.
RI9.F	Demonstrate command of the conventions of standard English when writing or speaking.
L6.C	Demonstrate the correct use of conjunctions in oral and written language.
L1.b	Use common, proper, and possessive nouns.
L1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops, we hop).

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
L1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they them their; anyone, everything).
L1.f	Use frequently occurring adjectives.
L1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L1.h	Use determiners (e.g., articles, demonstratives).
L1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
RL1.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
RL3.5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL5.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL7.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL9.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
RI1.8	Demonstrate command of the conventions of standard English when speaking and writing.
RI2.5	Demonstrate command of the conventions of standard English when speaking and writing.
RI3.5	Demonstrate command of the conventions of standard English when writing or speaking.
RI4.6	Demonstrate command of the conventions of standard English when writing or speaking.
RI7.5	Demonstrate command of the conventions of standard English when writing or speaking.
RI8.5	Demonstrate command of the conventions of standard English when writing or speaking.
RI9.6	Demonstrate command of the conventions of standard English when writing or speaking.
L1.b.1	Define and identify nouns in text presented in a variety of formats.
L1.b.2	Distinguish between common, proper, and possessive nouns.
L1.b.3	Demonstrate the use of nouns when speaking and writing.
L1.c.1	Identify the plural form of given nouns.
L1.c.3	Identify the components of a sentence.
L1.d.1	Identify and define pronouns presented in a variety of texts.
L1.d.2	Distinguish between personal, possessive, and indefinite pronouns.

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Alignment ID	Alignment Text
L1.f.1	Identify and define adjectives in text presented in a variety of formats.
L1.f.3	Demonstrate the correct use of adjectives in oral and written language.
L1.g.1	Identify and define conjunctions presented in a variety of formats.
L1.g.2	Demonstrate the correct use of conjunctions in oral and written language.
L1.h.1	Identify and define articles and demonstratives presented in a variety of formats.
L1.h.2	Demonstrate the correct use of articles and demonstratives in oral and written language.
L1.i.1	Identify and define prepositions presented in a variety of formats.
L1.i.2	Demonstrate the correct use of prepositions in oral and written language.
L1.j.1	Identify the components of a sentence in text presented in a variety of formats.
L1.j.2	Distinguish between a sentence and a fragment.
L1.j.3	Distinguish between declarative, interrogative, imperative, and exclamatory sentences.
L4.c.3	Use root words and their inflectional endings correctly when speaking and writing.
L6.3	Demonstrate the correct use of conjunctions in oral and written language.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
L1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; today I walk home; tomorrow I will walk home).
L5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L1.c.2	Identify and define verbs presented in a variety of texts.
L1.c.4	Match singular and plural nouns with correct verbs in oral and written language.
L1.e.1	Identify verbs presented in a variety of formats.
L1.e.2	Form verbs in past, present, and future tenses.
L1.e.3	Demonstrate the correct use of verb tenses in oral and written language.
L1.e.4	Analyze writing models for correct use of verbs.
L1.j.4	Use learned parts of speech to expand sentences orally and in writing.
L5.d.1	Discuss and act out a variety of verbs that have similar meanings.
L5.d.2	Identify synonyms for verbs and adjectives.
W1.C.2.3	Edit to correct errors in capitalization, punctuation, and spelling.

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Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
W2.C.2.3	Edit to correct errors in capitalization, punctuation, and spelling.
W3.D.2.2	Edit to correct errors in capitalization, punctuation, and spelling.
RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L2.a	Capitalize dates and names of people.
W1.C.2.c	Edit to correct errors in capitalization, punctuation, and spelling.
W2.C.2.c	Edit to correct errors in capitalization, punctuation, and spelling.
W3.D.2.b	Edit to correct errors in capitalization, punctuation, and spelling.
L2.a.1	Distinguish between names and other nouns.
L2.a.2	Identify months of the year.
L2.a.3	Demonstrate correct capitalization of names and dates when writing.
L2.a.4	Analyze writing models for correct capitalization.

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Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
L1.a.2	Distinguish between common, proper, and possessive, and collective nouns.
W1.D.2.4	Edit to correct errors in capitalization, punctuation, and spelling.
W2.D.2.3	Edit to correct errors in capitalization, punctuation, and spelling.
W3.D.2.2	Edit to correct errors in capitalization, punctuation, and spelling.
L2.a	Capitalize holidays, product names, and geographic names.
W1.D.2.d	Edit to correct errors in capitalization, punctuation, and spelling.
W2.C.2.c	Edit to correct errors in capitalization, punctuation, and spelling.
W3.D.2.b	Edit to correct errors in capitalization, punctuation, and spelling.
L2.a.1	Distinguish between common and proper nouns.
L2.a.2	Demonstrate correct capitalization of holidays, product names, and geographic names in writing.
L2.a.3	Analyze writing models for correct capitalization.
W1.B.3.2	Produce complete simple and compound sentences.
W1.D.2.3	Expand and rearrange complete simple and compound sentences.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
W2.C.4.1	Produce complete simple and compound sentences.
W2.D.2.2	Expand and rearrange complete simple and compound sentences.
SL6.C	Produce, expand, and rearrange complete simple and compound sentences.
L1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
W1.B.3.b	Produce complete simple and compound sentences.
W1.D.2.c	Expand and rearrange complete simple and compound sentences.
W2.B.4.a	Produce complete simple and compound sentences.
W2.C.2.b	Expand and rearrange complete simple and compound sentences.
SL6.3	Produce, expand, and rearrange complete simple and compound sentences.
L1.f.3	Produce simple and compound sentences independently or in response to prompts.
L1.f.2	Distinguish between declarative, interrogative, imperative, and exclamatory sentences.
W3.B.2.1	Produce complete simple and compound sentences.
W3.B.2.a	Produce complete simple and compound sentences.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
W3.B.2.2	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SL4.C	Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified.
L6.C	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
W3.B.2.b	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SL4.3	Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified.
L1.e.1	Identify and define adjectives and adverbs in text presented in a variety of formats.
L1.e.2	Distinguish between adjectives and adverbs.
L1.e.3	Demonstrate the correct use of adjectives and adverbs in oral and written language.
L1.e.4	Strengthen writing by using adjectives and adverbs correctly to expand sentences.
L6.3	Use adjectives and adverbs, and choose between them depending on what is to be modified.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
L2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L2.c.1	Identify and explain the purpose and formation of contractions and possessives.
L2.c.2	Demonstrate correct formation and use of contractions and possessives.
L2.c.3	Analyze writing models for correct use and formation of contractions and possessives.
L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L1.d.1	Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.
L1.d.2	Form the past tense of frequently occurring irregular verbs.
L1.d.3	Demonstrate the correct use of past tense verbs in oral and written language.
L1.d.4	Analyze writing models for correct use of irregular verbs.
L5.b.1	Identify synonyms for given verbs and adjectives.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
L2.a.3	Analyze writing models for correct capitalization.
L2.c.2	Identify capitalization rules for dialogue.
L1.b.1	Identify and define regular and irregular plural nouns in text presented in a variety of formats.
L1.b.2	Distinguish between regular and irregular plural nouns.
L1.b.3	Apply the correct form and use of regular and irregular plural nouns in oral and written language.
L1.b.4	Analyze writing models for correct use of regular and irregular plural nouns.
W1.d.2.2.c	subject-verb and pronoun-antecedent agreement
W2.d.2.2.c	subject-verb and pronoun-antecedent agreement
W3.d.2.2.c	subject-verb and pronoun-antecedent agreement
W1.d.2.b.3	subject-verb and pronoun-antecedent agreement
W2.d.2.b.3	subject-verb and pronoun-antecedent agreement
W3.d.2.b.3	subject-verb and pronoun-antecedent agreement
L1.f.1	Identify subjects and verbs in sentences.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
L1.f.2	Recognize connection between subjects/verbs, i.e., singular subjects with singular verbs and plural subjects with plural verbs.
L1.f.4	Apply correct subject-verb and pronoun-antecedent agreement in speaking and writing.
L1.f.5	Analyze writing models for correct subject-verb and pronoun-antecedent agreement.
L1.g.3	Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language.
L1.c.2	Distinguish between types of nouns, e.g., abstract, common.
W1.b.3.4	Produce simple, compound, and complex sentences.
W2.b.3.2	Produce simple, compound, and complex sentences.
W1.b.3.d	Produce simple, compound, and complex sentences.
W2.b.3.b	Produce simple, compound, and complex sentences.
L1.i.2	Distinguish between simple, compound, and complex sentences.
L2.d.1	Recognize and distinguish between contractions and possessives.
RF4.b.C	Use punctuation as cues to appropriate expression.
W1.b.3.5	Use commas in addresses.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
W3.b.1.5	Use commas and quotation marks in dialogue.
W3.d.2.2.d	punctuation of dialogue (See CCSS 3 L2.c.)
RF4.b.3	Use punctuation as cues to appropriate expression.
W1.b.3.e	Use commas in addresses.
W3.b.1.e	Use commas and quotation marks in dialogue.
W3.d.2.b.4	punctuation of dialogue
L2.b.1	Identify and demonstrate rules for placement of commas in addresses.
L2.b.2	Analyze and edit writing for the correct use of commas.
L2.c.3	Demonstrate correct placement of commas and quotation marks in dialogue.
L2.c.4	Analyze writing models for the correct use of punctuation in dialogue.
W1.d.2.2.b	regular and irregular plural nouns and regular and irregular verbs
W2.d.2.2.b	regular and irregular plural nouns and regular and irregular verbs
W3.b.1.3	Form and use the simple verb tenses.
W3.d.2.2.b	formation and use of simple verb tenses

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
W1.d.2.b.2	regular and irregular plural nouns and regular and irregular verbs
W2.d.2.b.2	regular and irregular plural nouns and regular and irregular verbs
W3.b.1.c	Form and use the simple verb tenses.
W3.d.2.b.2	formation and use of simple verb tenses
L1.d.1	Identify and define regular and irregular verbs in text presented in a variety of formats.
L1.d.2	Demonstrate consistent and appropriate use of verb tenses, such as past, present, and future in oral and written language.
L1.d.3	Analyze writing models for correct use of verb tenses.
L1.e.1	Identify and define verb tenses in text presented in a variety of formats.
L1.e.2	Apply the correct use of past, present, and future tenses of verbs in speaking and writing.
L1.e.3	Analyze writing models for correct use of 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

L2.f.1	Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.
L2.f.4	Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions.
L2.f.5	Analyze writing models for complete sentences.
L1.f.1	Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.
L1.f.4	Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions.
L1.f.5	Analyze writing models for complete sentences.
W1.d.2.2.e	punctuation of compound sentences joined by a coordinating conjunction
W2.d.2.2.e	punctuation of compound sentences joined by a coordinating conjunction
W3.e.2.2.f	punctuation of compound sentences joined by a coordinating conjunction
L2.f.2	Identify coordinating conjunctions and explain their role in sentences.
L2.f.3	Compose simple and compound sentences using coordinating conjunctions.
W1.d.2.b.5	punctuation of compound sentences joined by a coordinating conjunction
W2.e.2.b.5	punctuation of compound sentences joined by a coordinating conjunction

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID

Alignment Text

W3.e.2.b.6

punctuation of compound sentences joined by a coordinating conjunction

L1.f.2

Identify coordinating conjunctions and explain their role in sentences.

L1.f.3

Compose simple and compound sentences using coordinating conjunctions.

L2.c.1

Identify independent and dependent clauses in compound sentences.

L2.c.2

Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence.

L2.c.3

Strengthen writing by revising to include compound sentences.

L2.c.4

Analyze writing models for the use of compound sentences.

L2.a.1

Explain the rules for capitalization in sentences and with proper nouns.

L1.c.4

Analyze writing models for correct use of modal auxiliaries.

L1.b.2

Explain the role of auxiliary verbs.

L1.c.1

Recognize modal auxiliaries and explain their purpose.

L1.c.2

Identify rules for using modal auxiliaries.

L1.c.3

Demonstrate use of modal auxiliaries in oral and written language.

W3.b.1.3

Form and use the progressive verb tenses.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
W3.b.1.c	Form and use the progressive verb tenses.
L1.b.1	Differentiate between past, present, and future tenses.
L1.b.3	Identify progressive verb tenses in text presented in a variety of formats.
L1.b.4	Demonstrate the use of progressive verb tenses in oral and written language.
L1.b.5	Analyze writing models for correct use of verb tenses.
W3.d.3	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L1.d.1	Identify correct placement of adjectives in sentences.
L1.d.2	Revise and strengthen writing to include correctly ordered adjectives.
L1.d.3	Analyze writing models for correct use and ordering of adjectives.
W1.b.3.4	Form and use prepositional phrases.
W2.b.1.3	Form and use prepositional phrases.
W1.b.3.d	Form and use prepositional phrases.
W2.b.3.c	Form and use prepositional phrases.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
L1.e.1	Identify and explain the purpose of prepositional phrases.
L1.e.2	Compose sentences using prepositional phrases to modify nouns and verbs.
L1.e.3	Strengthen writing by revising to include prepositional phrases.
L1.e.4	Analyze writing models for the effective use of prepositional phrases.
W1.d.2.2.a	subject-verb and pronoun-antecedent agreement
W2.d.2.2.a	subject-verb and pronoun-antecedent agreement
W3.e.2.2.b	subject-verb and pronoun-antecedent agreement
W1.d.2.b.1	subject-verb and pronoun-antecedent agreement
W2.e.2.b.1	subject-verb and pronoun-antecedent agreement
W3.e.2.b.2	subject-verb and pronoun-antecedent agreement
W2.b.1.4	Use commas and quotation marks to punctuate quotations from a text.
W3.b.1.4	Use commas and quotation marks to indicate direct speech.
W3.e.2.2.e	commas and quotation marks in direct speech
W2.b.3.d	Use commas and quotation marks to punctuate quotations from a text.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
W3.b.1.d	Use commas and quotation marks to indicate direct speech.
W3.e.2.b.5	commas and quotation marks in direct speech
L2.b.3	Demonstrate correct placement of commas and quotation marks in dialogue.
L2.b.4	Analyze and edit writing for correct punctuation of direct speech and quotations.
W1.b.3.3	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
W2.b.1.2	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
W1.b.3.c	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
W2.b.3.b	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
L1.a.1	Identify relative pronouns and relative adverbs in text presented in a variety of formats.
L1.a.3	Demonstrate the appropriate use of relative adverbs to expand sentences.
L1.a.4	Demonstrate the appropriate use of relative adverbs to expand sentences.
L1.a.5	Analyze writing models for correct use of relative pronouns and relative adverbs.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID

Alignment Text

0545201020

Scholastic Success With Grammar: Grade 5

L1.a.1	Differentiate between a sentence, a phrase, and a clause.
W1.d.2.2.c	shifts in verb tense
W2.e.2.2.c	shifts in verb tense
W3.b.1.2	Form and use the perfect verb tenses.
W3.b.1.3	Use verb tenses to convey various times, sequences, states, and conditions.
W1.d.2.b.3	shifts in verb tense
W2.e.2.b.3	shifts in verb tense
W3.b.1.b	Form and use the perfect verb tenses.
W3.b.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L1.b.1	Identify and form the past participles of verbs.
L1.b.2	Form the perfect tenses of verbs using appropriate tense of to have and past participles.
L1.b.3	Differentiate between present perfect, past perfect, and future perfect tenses.
L1.b.4	Demonstrate correct use of perfect verb tenses in oral and written language.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
L1.b.5	Analyze writing models to determine the effect of verb tenses on meaning.
L1.c.1	Explain the difference between past, present, and future tenses including perfect tenses.
L1.c.2	Recognize verb tense as an organizational aid to understanding text.
L1.c.3	Analyze writing models for correct use of verb tenses.
L1.d.1	Identify the time frame and correlating verb tense in text presented in a variety of formats.
L1.d.2	Recognize and edit mismatches between time frame and verb tense in writing.
L1.d.3	Analyze writing models for effective use of verb tense.
W1.b.3.3	Ensure subject-verb and pronoun-antecedent agreement.
W2.b.2.2	Ensure subject-verb and pronoun-antecedent agreement.
W3.e.2.2.b	subject-verb and pronoun-antecedent agreement
W1.b.3.c	Ensure subject-verb and pronoun-antecedent agreement.
W2.b.2.b	Ensure subject-verb and pronoun-antecedent agreement.
W3.e.2.b.2	subject-verb and pronoun-antecedent agreement
W2.b.1	Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
L2.d.2	Demonstrate use of underlining, quotation marks, or italics to identify titles.
L1.a.2	Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.
L1.a.4	Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.
L1.a.5	Analyze writing models for correct use of conjunctions, prepositions, and interjections.
RL1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RL1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
W1.d.2.b.2	use of a comma to set off an introductory element
L2.a.3	Demonstrate correct placement of commas and quotation marks in dialogue.
L2.b.1	Identify introductory elements in sentence.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

L2.b.2

Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence.

L2.c.2

Strengthen writing by editing for the correct use of commas after introductory elements.

L1.a.3

Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.

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.NBT.4.A	Knowledge of various types of algorithms
4.NBT.4.B	Ability to apply a standard algorithm in both addition and subtraction problems
4.OA.4.A	Knowledge of multiplication as arrays and its connection to area of rectangles to determine factor pairs
4.OA.4.B	Knowledge of and ability to apply multiplication facts to determine multiples of one-digit numbers
4.OA.4.C	Ability to apply knowledge of basic multiplication facts to determine if products are prime or composite by determining all possible factor combinations for specific products
4.OA.2.A	Ability to solve various types of problems involving multiplication and division (CCSS, Page 89, Table 2) through initial use of concrete materials and pictures, leading to the use of equations as a tool in solutions
4.NBT.5.A	Knowledge of the use of arrays area models for multiplication
4.NBT.5.B	Knowledge of and ability to apply the Properties of Operations
4.NBT.6.B	Ability to use arrays and area models for multiplication and division
4.NBT.6.C	Knowledge of and ability to apply the Properties of Operations
4.NBT.6.A	Ability to apply knowledge of multiplication and division within 100

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.OA.4.C	Ability to use concrete models with manipulatives to find the unknown
1.OA.4.B	Ability to apply the strategy to think addition rather than take away: Rather than $9 - 6 = \underline{\quad}$ ask how many would you add to six to equal nine?
1.NBT.4.A	Knowledge of addition and subtraction fact families
1.NBT.5.B	Knowledge of addition and subtraction fact families
1.NBT.6.B	Knowledge of addition and subtraction fact families
1.OA.1.F	Ability to use \square or $?$ to represent an unknown in an equation
1.OA.8.A	Ability to represent the problem in multiple ways including drawings and or objects/manipulatives (e. g., counters, unifix cubes, Digi-Blocks, number lines)
1.OA.8.B	Ability to take apart and combine numbers in a wide variety of ways
1.OA.8.C	Ability to make sense of quantity and be able to compare numbers
1.OA.8.D	Ability to use flexible thinking strategies to develop the understanding of the traditional algorithms and their processes
1.OA.8.F	Ability to use a square or $?$ to represent an unknown in the equation

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
1.OA.1.E	Ability to solve a variety of addition and subtraction word problems
1.OA.2.B	Ability to solve a variety of addition and subtraction word problems
1.OA.8.E	Ability to solve a variety of addition and subtraction word problems
1.OA.2.A	Ability to add numbers in any order and be able to identify the most efficient way to solve the problem
1.NBT.4.B	Ability to model addition and subtraction using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process
1.NBT.4.C	Knowledge of place value
1.NBT.4.D	Ability to use a variety of methods that could involve invented, flexible or standard algorithmic thinking (e.g., expanded form, partial sums, a traditional algorithm)
1.NBT.5.C	Ability to model addition using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, Unifix cubes) and explain the process

Success With Workbooks State Standards

0545200970

Scholastic Success With Addition & Subtraction: Grade 2

Alignment ID

Alignment Text

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

2.OA.2.A	Ability to apply counting strategies to develop automatic recall
2.OA.2.B	Ability to use reasoning strategies to make use of known facts (e.g., sums of ten, making ten, doubles, near doubles/inside doubles, doubles plus, counting on)
2.NBT.1.B	Knowledge of the value of each place in a number
2.NBT.1.C	Knowledge of the value of a digit in a specific place
2.NBT.1.D	Knowledge that the placement of a digit affects the value of that digit
2.NBT.1a.1	Ability to compose and decompose 100 in a variety of ways lays foundation for regrouping
2.NBT.3.A	Knowledge of the value of digits within a multi-digit number
2.NBT.5.B	Ability to model regrouping using base ten manipulatives (e.g., base ten blocks, Digi-Blocks, place value arrow cards)
2.NBT.5.C	Knowledge that when regrouping, the value of the number does not change but the place values of the digits within that number change (e.g., When regrouping the problem $324 - 116$, 324 becomes $300 + 10 + 14$ in order to regroup)
2.OA.1.A	Ability to explore addition and subtraction with manipulatives to build their conceptual understanding (e.g., snap cubes, subitizing cards, tens frames, hundreds charts, number lines and empty number lines)

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.OA.1.G

Ability to apply the knowledge of addition and subtraction to choose the most efficient strategy to solve a problem

2.OA.1.H

Ability to solve various types of addition and subtraction word problems

2.NBT.6.A

Knowledge of and ability to apply strategies such as expanded form, empty number line and partial sums

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
W2.D.5	Produce writing that is legible, including the correct formation of cursive letters.
W7.G	Produce writing that is legible, including the correct formation of cursive letters.
W2.d.4.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W2.e.1.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.e.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W6.J	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.
W1.B.4	Produce writing that is legible, including the correct formation of cursive letters.
W1.D.5	Produce writing that is legible, including correct formation of cursive letters.

Success With Workbooks State Standards

0545200911

Scholastic Success With Contemporary Cursive: Grades 2–4

Alignment ID	Alignment Text
W2.B.5	Produce writing that is legible, including the correct formation of cursive letters.
W2.C.5	Produce writing that is legible, including the correct formation of cursive letters.
W3.B.3	Produce writing that is legible, including the correct formation of cursive letters.
W3.D.5	Produce writing that is legible, including the correct formation of cursive letters.
W7.7	Produce writing that is legible, including the correct formation of cursive letters.
W2.d.4.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W2.e.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.e.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W6.9	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.

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**

W7.G	Produce writing that is legible, including the correct formation of manuscript letters.
L2.e	Produce handwriting that is legible to the audience.
L1.a	Print all upper- and lowercase letters.
W1.B.4	Produce writing that is legible, including correct formation of manuscript letters.
W1.C.4	Produce writing that is legible, including the correct formation of manuscript letters.
W2.B.5	Produce writing that is legible, including the correct formation of manuscript letters.
W2.C.4	Produce writing that is legible, including the correct formation of manuscript letters.
W3.B.2	Produce writing that is legible, including the correct formation of manuscript letters.
W7.7	Produce writing that is legible, including the correct formation of manuscript letters.
L1.a.1	Develop and strengthen fine motor skills using a variety of activities.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	Scholastic Success With Fractions & Decimals: Grade 5
5.NF.3.A	Ability to recognize that a fraction is a representation of division.
5.NF.7.c.1	Knowledge of the relationship between multiplication and division
5.MD.2.A	Knowledge of whole numbers on a line plot to represent and interpret fractional data on a line plot.
5.NF.1.A	Ability to create equivalent fractions for each addend by using the identity property.
5.NF.4.b.1	Knowledge of unit fractions to multiply all fractions.
5.NBT.1.A	Ability to build on experience with whole numbers and decimals within the base 10 system.
5.NBT.7.A	Ability to recognize that the product is not always larger than its factors
5.NBT.7.B	Ability to recognize that the quotient is not always smaller than the dividend

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID

Alignment Text

0545200881

Scholastic Success With Fractions: Grade 4

4.NF.3b.1	Ability to represent a whole number as a fraction (e.g.: $1 = 7/7, 8/8$, etc)
4.NF.5.A	Knowledge of this Standard provides a foundation for the relationship between fractions and decimals
4.MD.2.B	Knowledge of systems of measurement, fractions, decimals, and equivalent units of measurement
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.
4.NF.1.A	Ability to use concrete materials to model fraction number concepts and values
4.NF.1.B	Knowledge of and ability to generate simple equivalent fractions
4.NF.2.A	Ability to apply knowledge factors (4OA4) to the strategies used to determine equivalent fractions as well as ordering fractions
4.NF.2.B	Ability to apply reasoning such as $5/20 < 1/2$ because 5 is not half of 20
4.NF.2.C	Ability to compare unlike fractions as stated in this Standard lays the foundation for knowledge of strategies such as finding the Least Common Multiple or the Greatest Common Factor
4.NF.3a.1	Ability to use concrete and/or pictorial tools to add and subtract fractions with like denominators
4.NF.3a.4	Ability to use manipulatives to demonstrate that the denominator does not change when adding or subtracting fractions with like denominators

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.NF.3a.5

Ability to represent the addition and subtraction of fractions using concrete materials, pictures, numbers, and words

4.NF.3b.2

Ability to decompose fractions greater than one into whole numbers and fractional parts

4.NF.3c.1

Ability to change a mixed number into an improper fraction

4.NF.4.A

Ability to use concrete materials to model multiplication of fractions

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
3.OA.1.D	Ability to apply knowledge of repeated addition up to 5 rows and 5 columns and partitioning, which leads to multiplication
3.OA.1.E	Knowledge that the example in Standard 30A1 can also represent the total number of objects with 5 items in each of 7 groups (Commutative Property)
3.OA.1.B	Ability to use concrete objects, pictures, and arrays to represent the product as the total number of objects
3.OA.1.C	Knowledge that the product represented by the array is equivalent to the total of equal addends
3MD7a.1	Ability to justify the understanding of area by comparing tiling and counting with repeated addition/multiplication
3MD7c.1	Ability to construct rectangles on grid paper and decompose them by cutting them up or color coding them to investigate area
3.OA.1.A	Knowledge that multiplication is the process of repeated addition, arrays, and/or equal groups
3.OA.2.B	Ability to use concrete objects to represent the total number and represent how these objects could be shared equally
3.OA.2.C	Knowledge that the quotient can either represent the amount in each group or the number of groups with which a total is shared

Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID	Alignment Text
3.OA.2.D	Knowledge that just as multiplication is related to repeated addition, division is related to of repeated subtraction
3.NF.1.A	Knowledge of the relationship between the number of equal shares and the size of the share
3.NF.1.B	Knowledge of equal shares of circles and rectangles divided into or partitioned into halves, thirds, and fourths
3.NF.2.C	Knowledge of the relationship between fractions and division. (Division separates a quantity into equal parts. Fractions divide a region or a set into equal parts)
3.G.2.A	Knowledge that this is a geometry application of unit fractions (3.NF.1) and ability to make use of unit fraction understanding.
3.G.2.B	Ability to use concrete materials to divide shapes into equal areas (e.g., pattern blocks, color tiles, geoboards)
3.OA.7.A	Knowledge of multiplication and division strategies and properties to achieve efficient recall of facts
3.OA.4.C	Knowledge of fact families
3.OA.2.A	Knowledge that division is the inverse of multiplication and the process of repeated subtraction
3.OA.6.A	Knowledge that multiplication is the inverse operation of division
3.OA.6.B	Ability to apply knowledge of multiplication to solve division problems



Success With Workbooks State Standards

0545200873

Scholastic Success With Multiplication & Division: Grade 3

Alignment ID

Alignment Text

3.OA.3.B

Ability to solve different types of multiplication and division word problems

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
3MD7a.1	Ability to justify the understanding of area by comparing tiling and counting with repeated addition/multiplication
3.OA.4.C	Knowledge of fact families
3.OA.1.D	Ability to apply knowledge of repeated addition up to 5 rows and 5 columns and partitioning, which leads to multiplication
3.OA.1.E	Knowledge that the example in Standard 3OA1 can also represent the total number of objects with 5 items in each of 7 groups (Commutative Property)
3.OA.3.B	Ability to solve different types of multiplication and division word problems
3.MD.7.A	Ability to explain the relationship of multiplication arrays and area
4.OA.1.A	Knowledge of and ability to apply understanding of multiplication as repeated addition (2OA4), as "equal groups of" (3OA1), and the Commutative Property (3OA5)
4.OA.2.A	Ability to solve various types of problems involving multiplication and division (CCSS, Page 89, Table 2) through initial use of concrete materials and pictures, leading to the use of equations as a tool in solutions
4.NBT.5.A	Knowledge of the use of arrays area models for multiplication
4.NBT.6.B	Ability to use arrays and area models for multiplication and division

Success With Workbooks State Standards

0545200865

Scholastic Success With Multiplication Facts: Grades 3–4

Alignment ID

Alignment Text

3.OA.9.A

Ability to apply knowledge of skip counting (1.OA.5 and 2.NBT.2) and explain “why” the pattern works the way it does as it relates to the properties of operations

4.NF.4a.1

Ability to apply the concept of a unit fraction in relationship to a multiple of that fraction (e.g.: $\frac{1}{4}$ is the unit fraction of fourths)

4.NF.4b.1

Knowledge that $3 \times \frac{2}{5} = 3$ groups of $\frac{2}{5}$ or $\frac{2}{5} + \frac{2}{5} + \frac{2}{5}$

3.OA.5.B

Knowledge of the properties of multiplication include Zero, Identity, Commutative, Associative and Distributive properties

3.OA.7.C

Ability to model the various properties using concrete materials

3.OA.9.D

Knowledge of multiplication and division properties

4.NBT.5.B

Knowledge of and ability to apply the Properties of Operations

3.OA.1.A

Knowledge that multiplication is the process of repeated addition, arrays, and/or equal groups

3.OA.1.B

Ability to use concrete objects, pictures, and arrays to represent the product as the total number of objects

3.OA.1.C

Knowledge that the product represented by the array is equivalent to the total of equal addends

3.OA.7.A

Knowledge of multiplication and division strategies and properties to achieve efficient recall of facts

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.OA.4.A

Knowledge of multiplication as arrays and its connection to area of rectangles to determine factor pairs

4.OA.4.B

Knowledge of and ability to apply multiplication facts to determine multiples of one-digit numbers

4.OA.4.C

Ability to apply knowledge of basic multiplication facts to determine if products are prime or composite by determining all possible factor combinations for specific products

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

0545200857

Scholastic Success With Numbers & Concepts

PK.G.A.1.B	Ability to identify the shapes circle, triangle, rectangle, and square by name
PK.G.A.1.C	Ability to match triangles, circles, rectangles, and squares in a variety of orientations or different sizes
PK.G.A.1.D	Ability to describe two-dimensional shapes (circles, triangles, rectangles, and squares) by the number of sides and corners
PK.G.A.1.E	Understand that a square is a special rectangle
PK.G.2:.B	Knowledge that rectangles and squares may be grouped together as 4-sided figures, which is an important relationship for children to discover
2.A.1.b	Name the attributes of plane figures such as: shape, color, size
2.A.1.c	Match triangles, circles, and squares
2.A.1.d	Identify triangles, circles, and squares in the environment
PK.CC.A.3.A	Students begin to recognize the difference between a letter and a numeral.
K.CC.7.A	Ability to apply knowledge of and experience with comparing concrete sets of objects
PK.CC.A.1.A	Ability to use rote counting to name number words in order (Stable Order Count-counting 1,2,3,4 not 1,3,5)

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
PK.CC.A.2.A	Ability to count forward beginning from a given number within the known sequence (Instead of having to begin at 1)
PK.CC.5.D	Knowledge of the relationship between counting and quantity
PK.CC.7.C	Ability to identify which number comes later in the counting sequence when counting two sets of objects
PK.CC.A.4.A	Ability to look at familiar patterns of 1-3 objects (dots) then 1-5, to tell how many dots, and describe the arrangement of the objects (dots) without timing
PK.CC.A.4.B	Ability to look at familiar patterns of 1-3 objects (dots) then 1-5 and recreate the exact design while looking at the design using concrete materials. Compare the pattern (design made) to the one displayed. Tell how many total dots are in the pattern and describe the arrangement.
PK.CC.A.4.C	Ability to look at a displayed familiar pattern of 1-3 objects (dots) then 1-5 and recreate the exact design from memory using concrete materials; Compare the pattern (arrangement made) to the one displayed. Tell how many are in the pattern.
PK.CC.A.4.D	Ability to look at a displayed familiar pattern of 1-3 objects (dots) then 1-5 and recreate the exact design without looking using concrete materials. Begin to gradually decrease the time the pattern is displayed. Compare the pattern (design made) to the one displayed. Tell how many are in the pattern.
PK.CC.A.4.E	Continue with familiar patterns 1-3 until students demonstrate proficiency to be able to identify a given amount without counting. Then introduce unfamiliar and different patterns 1-3. Repeat 1-5.
1.A.2.a	Match patterns kinesthetically such as: clap/snap/clap...

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
1.A.2.b	Recognize simple patterns
1.A.2.c	Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern
1.A.2.d	Continue a simple pattern
1.A.2.f	Identify patterns in real-world situations
7.A.d	Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation
7.A.e	Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation
PK.CC.C.6.A	Ability to compare sets (objects need to be the same size and color) visually by matching or counting the sets using one-to-one correspondence
PK.CC.C.6.B	Knowledge of the terms "greater than/more than," "less than," and "equal to/same as" through experiences with comparing groups of objects e.g., "There are more red blocks than green blocks"
PK.CC.C.6.C	Ability to correctly use the terms "greater than/more than," "less than," "fewer than," and "equal to/same as " e.g., "There are more red blocks than green because there are 5 boys and 2 girls".
PK.MD.B.4.A	Ability to sort objects into categories and then describe the categories using comparative language (e.g., There are more bus riders than car riders; or there are the same number of large and small bears.)
PK.MD.B.4.C	Knowledge of and ability to apply appropriate comparison vocabulary of 'more' or 'same'

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
PK.G.A.1.A	Ability to match two-dimensional shapes that are the same shape and size
PK.CC.7.A	Ability to compare sets visually and/or by matching the sets using one-to-one correspondence
PK.CC.7.B	Knowledge of the terms "greater than/more than", "less than", and "equal to/same" through experiences with comparing groups of objects (e.g., "There are more boys than girls.")
PK.CC.8.A	Ability to compare two sets, by matching and counting objects
PK.CC.8.C	Ability to use the terms "greater than/more than", "less than", and "equal to/same" (e.g., "There are more boys than girls because there are 5 boys and 2 girls".)
PK.MD.4.A	Ability to sort objects into categories and then compare the categories (e.g., There are more bus riders than car riders; or there are the same number of large and small bears.)
PK.G.1.:.A	Ability to match similar shapes when given various two-dimensional shapes
K.CC.6.A	Knowledge of and the ability to apply a solid understanding of cardinality and one-to-one correspondence before beginning to compare sets
K.CC.6.C	Ability to compare visually, to compare by matching, and to compare by counting
1.B.2.a	Explore relationships by comparing groups of no more than 5 objects to determine more or less
6.A.1.d	Use classroom experiences to indicate same, more, or less

Success With Workbooks State Standards

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Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

PK.CC.7

Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).

PK.MD.4

Compare categories using words such as more or same.

PK.CC.A.2.B

Ability to name the number that comes just after a given number using visual supports such as dot cards or manipulatives, as students demonstrate proficiency remove the use of visual supports (dot cards) or manipulatives

PK.CC.B.4a.B

Ability to count using one-to-one correspondence.

PK.CC.B.4a.C

Each object to be counted is assigned one and only one number name. (Students use strategies such as touching objects or sliding objects, as they are counted and organizing the objects in a row or other means)

PK.CC.B.4a.D

Ability to keep track of the objects that have been counted and those that have not yet been counted

PK.CC.B.4b.A

Ability to use one-to-one correspondence when counting objects

PK.CC.B.4c:.A

Ability to use concrete materials to model quantities increasing by one.

PK.CC.B.5.B

Ability to identify a written numeral and create sets of objects to represent the quantity using concrete materials or pictures (first 0-5 and then to 10). Student understands the amount of objects in the set (quantity) is represented by the numeral.

Success With Workbooks State Standards

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Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

PK.CC.B.5.C

Ability to answer “how many” after counting the objects in a set (beginning cardinality understanding). Students are able to monitor their own and someone else’s counting for accuracy and provide the correct response to the “how many” question.

PK.CC.B.5.E

Ability to “count out” a given quantity

PK.OA.A.2.B

Ability to record the results of decomposing quantities, less than or equal to 5 using five frames or drawings.

PK.OA.A.3.A

Ability to use manipulatives to find the amount needed to complete the set.

PK.OA.A.3.B

Ability to use Five Frames and counters to model solutions.

PK.CC.1.B

Ability to use Verbal counting as meaningful counting to solve a problem, such as finding out how many are in a set

PK.CC.2.A

Ability to use concrete materials and/or number cards arranged in a line to count and then determine what number comes before or away a specific number

PK.CC.3.A

Ability to match written numerals with concrete representations

PK.CC.4a.A

Ability to apply the strategies of touching objects as they are counted and by organizing the objects in a row

PK.CC.4a.B

Knowledge of and ability to apply one-to-one correspondence when counting

PK.CC.4b.A

Ability to use one-to-one correspondence when counting objects

Success With Workbooks State Standards

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Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
PK.CC.4b.B	Ability to answer "how many" after counting the objects in a set (beginning cardinality understanding)
PK.CC.4c.B	Ability to use concrete materials and 0-10 number line
PK.CC.5.A	Ability to build sets with concrete materials to show a given amount
PK.CC.5.E	Ability to match sets with numerals, and create sets to match numerals, up to five, then to ten
PK.CC.5.F	Knowledge of an ability to use of regular configurations/structured sets especially when working with larger numbers. Ability to use varied configurations and representations with smaller numbers
PK.CC.8.B	Ability to compare sets numerically
PK.CC.8.D	Ability to know that when a set has more than another set, the number that represents its quantity comes later in the counting sequence that the number that represents the smaller set
PK.OA.3.A	Ability to use manipulatives to find the amount needed to complete the set
K.CC.1.C	Ability to use concrete materials to build sets, towers, or groups of ten, to make sense of counting by tens
K.CC.2.A	Ability to initially use concrete materials, hundreds chart or number line to model counting from a given number other than 1
K.CC.3.B	Ability to build numbers with concrete materials and then write the numerals that represent those numbers

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
K.CC.4a.1	Knowledge that cardinality is the understanding that when counting a set, the last number represents the total number of the objects in the set
K.CC.4a.2	Ability to apply a one-to-one correspondence when counting
K.CC.4b.1	Knowledge of and ability to apply Cardinality (e.g., the understanding that when counting a set, the last number counted represents the total number of the objects in the set)
K.CC.4c.1	Knowledge that when one more is added to a number set, this new number includes all the previous objects in the set, plus the new one. (e.g., $6+1=7$)
K.CC.6.B	Ability to use of concrete materials when comparing sets
K.OA.1.A	Ability to represent addition and subtraction processes in a variety of ways, using concrete materials, pictures, numbers, words, or acting it out
6.A.1.b	Show an understanding of quantity
6.A.1.c	Construct relationships based on quantity
6.A.1.e	Count and discuss quantity
6.A.1.f	Use concrete materials to build sets 0 to 5
6.A.1.g	Match a numeral to a set 0 to 5
6.A.1.h	Count to 10

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
PK.CC.4b	Recognize that the last number name said tells the number of objects counted.
PK.CC.4c	Begin to recognize that each successive number name refers to a quantity that is one larger.
PK.OA.1	Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).
PK.OA.3	For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.
PK.CC.A.3.F	Ability to use numbers to describe of amounts when describing objects. e.g. instead of saying here are the dogs, say, here are three dogs
PK.CC.B.4a.A	Ability to say the number names in standard order (Stable Order Count- so counting 1,2,3,4 not 1, 3, 5)
PK.CC.B.5.A	Ability to correctly pair and name the numeral with the correct amount of concrete objects.
PK.CC.B.5.D	Ability to use numbers to describe the number of objects counted e.g. instead of saying here are the dogs, say, here are three dogs.

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
RI5.C	Identify strategies (keywords, text features) to find information within a specific source.
RF3.g.A	Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.
RI5.3	Identify strategies (keywords, text features) to find information within a specific source.
RF3.g.1	Apply a variety of strategies to increase the number of grade appropriate high frequency words that can be read independently.
RL1.B.1	recall and discuss what is understood
RL1.C.3	determine the main idea of a text
RL2.C	Identify key details in literary text.
RL2.D	Analyze key details to determine the central message or lesson in literary text.
RL3.B	Identify key details in a story.
RI1.B.3	recall and discuss what is understood
RI1.D	Distinguish between key details and irrelevant information in a text.
RI1.E	Generate simple questions about key details in the text.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

RI2.A	Determine the key details from the text.
RI2.B	Connect the key details to determine the main topic of a text.
RI2.C	Retell the main topic and key details.
RI4.D	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RI6.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RI6.C	Identify the source of important details from the text.
RI7.A	Identify the relationship between text and illustrations; explain how they support each other.
RI7.B	Distinguish between key details and supporting details in a text.
RI8.A	Recall details from a text.
RI8.B	Distinguish between key ideas and supporting details in a text.
RI8.C	Identify details that support a specific point in a text.
RI8.D	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
RI9.B	Identify the topic of a text.
RI9.C	Recognize texts that have the same topic.
RI9.E	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI2	Identify the main topic and retell key details of a text.
RI7	Use the illustrations and details in a text to describe its key ideas.
RI8	Identify the reasons an author gives to support points in a text.
RL1.3.c	determine the main idea of a text
RL2.3	Identify key details in literary text.
RL2.4	Analyze key details to determine the central message or lesson in literary text.
RL3.2	Identify key details in a story.
RI1.2.b	recall and discuss what is understood
RI1.3.a	engage in conversations to retell details in the text

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
RI1.4	Distinguish between key details and irrelevant information in a text.
RI1.5	Generate simple questions about key details in the text.
RI2.1	Determine the key details from the text.
RI2.2	Connect the key details to determine the main topic of a text.
RI2.3	Retell the main topic and key details.
RI4.4	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RI6.3	Identify the source of important details from the text.
RI7.1	Identify the relationship between text and illustrations; explain how they support each other.
RI7.2	Distinguish between key details and supporting details in a text.
RI8.1	Recall details from a text.
RI8.2	Distinguish between key ideas and supporting details in a text.
RI8.3	Identify details that support a specific point in a text.
RI8.4	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
RI9.2	Identify the topic of a text.
RI9.3	Recognize texts that have the same topic.
RI9.5	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
RI1.B.8	visualize
RI1.2.g	visualize
L5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L1.f.2	Classify adjectives into categories such as size, color.
L5.a.1	Identify commonalities and underlining concepts among groups of words.
L5.b.1	Discuss key attributes of words to identify a category.
L5.b.2	Use common attributes to determine the meaning of words.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
L5.c.1	Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.
RL1.A.2	make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic
RL1.B.4	make, confirm, or adjust predictions
RI1.A.3	make predictions or ask questions
RI1.B.5	make, confirm and/or modify predictions
RL1.1.b	make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic
RL1.2.c	make, confirm, or adjust predictions
RI1.1.c	make predictions or ask questions
RI1.2.d	make, confirm and/or modify predictions
RI6.D	Compare and contrast information provided by pictures or other illustrations and the words in a text.
RF2.b.C	Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds.
RI6.4	Compare and contrast information provided by pictures or other illustrations and the words in a text.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
RF2.b.3	Compare and identify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds.
RF4.a.C	Use context cues and text features to determine and clarify the meanings of an unknown word.
RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF4.a.3	Use context cues and text features to determine and clarify the meanings of an unknown word.
L4.a.1	Identify sentence clues that help determine or clarify the meaning of a word or phrase.
RL6.B	Use knowledge of characters and story events to determine who is telling the story at various points in a text.
RL6.2	Use knowledge of characters and story events to determine who is telling the story at various points in a text.
RL4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RL1.A.3	set a purpose for reading and identify type of text
RL1.1.c	set a purpose for reading and identify type of text

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
RI4.C.1	use sentence level context
RF4.b.B	Apply decoding skills to read on-level text.
RF4.c.D	Use context cues, sentence structure, and visual clues to guide self correction.
L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RI4.3.a	use sentence level context
RF4.b.2	Apply decoding skills to read on-level text.
RF4.c.4	Use context cues, sentence structure, and visual clues to guide self correction.
L5.b.2	Use context clues to distinguish intensity (nuances) of meaning among synonyms.
RI1.B.2	recall and discuss what is understood
RI1.B.5	periodically paraphrase and summarize
RI1.C.1	engage in conversations about details in the text
RI1.C.5	summarize the text
RI2.A	Identify the key details in each paragraph of a multiparagraph text.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RI2.B	Connect key details to determine the topic of a paragraph within a multiparagraph text.
RI2.C	Connect ideas to determine main topic of a text.
RI3.C	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
RI6.D	Identify the main ideas/ messages of texts.
RI7.B	Describe key ideas and details including text features from a text read aloud or presented orally or through other media.
RI8.A	Identify the key points an author makes in a text.
RI8.B	Identify details that support a specific point the author makes in a text.
RI8.C	Explain how the reasons support a point the author makes.
RI8.D	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RI9.B	Recognize texts that have the same topic.
RI9.C	Identify key points of a text.
RI9.E	Ask and answer questions about key details in a text read aloud or presented orally or through other media.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
SL2.A	Listen for and identify key details in a text read aloud.
SL2.C	Distinguish between key details and supporting information.
SL2.D	Retell a text or information using key ideas or details.
SL3.A	Listen to determine the main idea and key details from a speaker.
SL3.B	Ask and answer such questions as who, what, where, when, why, and how to facilitate understanding of key details.
RI2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI8	Describe how reasons support specific points the author makes in a text.
SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
RI1.2.b	recall and discuss what is understood
RI1.2.e	periodically paraphrase and summarize
RI1.3.a	engage in conversations about details in the text
RI1.3.e	summarize the text

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RI2.1	Identify the key details in each paragraph of a multiparagraph text.
RI2.2	Connect key details to determine the topic of a paragraph within a multiparagraph text.
RI2.3	Connect ideas to determine main topic of a text.
RI3.3	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
RI6.4	Identify the main ideas/messages of texts.
RI7.2	Describe key ideas and details including text features from a text read aloud or presented orally or through other media.
RI8.1	Identify the key points an author makes in a text.
RI8.2	Identify details that support a specific point the author makes in a text.
RI8.3	Explain how the reasons support a point the author makes.
RI8.4	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RI9.2	Recognize texts that have the same topic.
RI9.3	Identify key points of a text.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RI9.5	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
SL2.1	Listen for and identify key details in a text read aloud.
SL2.3	Distinguish between key details and supporting information.
SL2.4	Retell a text or information using key ideas or details.
SL3.1	Listen to determine the main idea and key details from a speaker.
SL3.2	Ask and answer such questions as who, what, where, when, why, and how to facilitate understanding of key details.
RI6.E	Draw conclusions and generalizations from text to form new understanding.
RI6.5	Draw conclusions and generalizations from text to form new understanding.
RI1.B.7	visualize
RI1.2.g	visualize
RI1.C.3	draw inferences and conclusions from the text
RI1.3.c	draw inferences and conclusions from the text

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RF4.c.B	Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.
L5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
RF4.c.2	Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.
L5.a.1	Access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life.
RI1.A.3	make predictions or ask questions
RI1.B.4	make, confirm and/or modify predictions
RF4.a.C	Begin to self regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.
RI1.1.c	make predictions or ask questions
RI1.2.d	make, confirm and/or modify predictions
RF4.a.3	Begin to self regulate understanding of text by making and confirming predictions and rereading when necessary in order to check for understanding.
L3.a	Compare formal and informal uses of English.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
L3.a.1	Identify and distinguish between formal and informal English.
RF4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L4.a.1	Identify sentence clues that help determine or clarify the meaning of a word or phrase.
RI1.A.4	set a purpose for reading and identify type of text
RI9.A	Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media.
RI1.1.d	set a purpose for reading and identify type of text
RI9.1	Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media.
RL1.A.1	use prior knowledge and experiences to make and explain connections to the text
RL1.A.2	make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic
RL1.A.3	set a purpose for reading and identify type of text
RL1.B.1	recall and discuss what is understood
RL1.B.2	revisit, read on, and restate the difficult parts in your own words
RL1.B.3	make, confirm, or adjust predictions

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL1.B.4	periodically summarize while reading
RL1.B.5	visualize what is read
RL1.B.6	search for connections between and among ideas
RL1.C.1	confirm or refute predictions
RL1.C.2	retell and discuss the text
RL1.C.3	identify and explain what is directly stated and what is implied in the text
RL1.C.4	summarize the text orally
RL1.C.5	connect text to prior knowledge or personal experience
RL1.D	Participate actively and appropriately in discussions about literary text.
RL1.E	Generate oral and written questions about details in the text.
RL1.F	Respond orally and in written form to specific questions using key details in the text.
RL1.G	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL2.A	Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL2.B	Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot).
RL2.C	Identify key details in literary text.
RL2.D	Analyze key details to determine the central message, lesson, or moral of literary text.
RL2.E	Retell story events in sequential order.
RL2.F	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
RL2.G	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL3.A	Draw conclusions about characters in a story to determine their traits.
RL3.B	Identify major events and challenges in the text
RL3.C	Identify cause/effect relationships between characters and major story events and challenges in a text.
RL3.D	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
RL3.E	Use knowledge of language and its conventions when writing or speaking.
RL4.A	Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL4.B	Explain how repetition supplies rhythm and meaning in a story, poem, or song.
RL5.A	Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure.
RL5.C	Use knowledge of language and its conventions when writing or speaking.
RL6.A	Explain who is telling a story.
RL6.B	Compare and contrast different points of view of characters in a story.
RL6.C	Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.
RL7.A	Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies.
RL7.B	Describe how text features, specifically illustrations, aid in understanding of a text.
RL7.C	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
RL7.D	Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
RL7.E	Use knowledge of language and its conventions when writing or speaking.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL9.A	Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures.
RL9.B	Identify likenesses and differences between characters, settings, and events in two or more versions of the same story.
RL9.C	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
RL9.D	Use knowledge of language and its conventions when writing or speaking.
RL10.A	Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods.
RL10.B	With guidance and support, read and comprehend text of steadily increasing complexity.
RL10.C	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
RF4.b.A	Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.
RL1	Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.
RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

RL3

Describe how characters in a story respond to major events and challenges.

RL4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL7

Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

RL9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL10

By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL1.1.a

use prior knowledge and experiences to make and explain connections to the text

RL1.1.b

make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic

RL1.1.c

set a purpose for reading and identify type of text

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

RL1.2.a

recall and discuss what is understood

RL1.2.b

revisit, read on, and restate the difficult parts in your own words

RL1.2.c

make, confirm, or adjust predictions

RL1.2.d

periodically summarize while reading

RL1.2.e

visualize what is read

RL1.2.f

search for connections between and among ideas

RL1.3.a

confirm or refute predictions

RL1.3.b

retell and discuss the text

RL1.3.c

identify and explain what is directly stated and what is implied in the text

RL1.3.d

summarize the text orally

RL1.3.e

connect text to prior knowledge or personal experience

RL1.4

Participate actively and appropriately in discussions about literary text.

RL1.5

Generate oral and written questions about details in the text.

RL1.6

Respond orally and in written form to specific questions using key details in the text.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL1.7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL2.1	Listen to, read, and discuss a variety of literary texts (narrative text structure, both fiction and non-fiction) representing diverse cultures, perspectives, ethnicities, and time periods.
RL2.2	Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, plot).
RL2.3	Identify key details in literary text.
RL2.4	Analyze key details to determine the central message, lesson, or moral of literary text.
RL2.5	Retell story events in sequential order.
RL2.6	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
RL2.7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL3.1	Draw conclusions about characters in a story to determine their traits.
RL3.2	Identify major events and challenges in the text.
RL3.3	Identify cause/effect relationships between characters and major story events and challenges in a text.
RL3.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL3.5	Use knowledge of language and its conventions when writing or speaking.
RL4.1	Identify literary elements such as rhyme, rhythm, repetition, and alliteration in poems, stories, and songs presented in a variety of formats.
RL4.2	Explain how repetition supplies rhythm and meaning in a story, poem, or song.
RL5.1	Listen to, read, and examine a variety of literary texts, both fiction and nonfiction to identify story structure.
RL5.3	Use knowledge of language and its conventions when writing or speaking.
RL6.1	Explain who is telling a story.
RL6.2	Compare and contrast different points of view of characters in a story.
RL6.3	Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud.
RL7.1	Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies.
RL7.2	Describe how text features, specifically illustrations, aid in understanding of a text.
RL7.3	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

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Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
RL7.4	Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.
RL7.5	Use knowledge of language and its conventions when writing or speaking.
RL9.1	Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures.
RL9.2	Identify likenesses and differences between characters, settings, and events in two or more versions of the same story.
RL9.3	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
RL9.4	Use knowledge of language and its conventions when writing or speaking.
RL10.1	Read a variety of self-selected and assigned literary texts representing diverse cultures, perspectives, ethnicities, and time periods.
RL10.2	With guidance and support, read and comprehend text of steadily increasing complexity.
RL10.3	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
RF4.b.1	Listen to Interactive Read Alouds of steadily increasing complexity (informational and literary, across all structures and genres of text, representing a wide variety of cultures) in order to observe models of fluent reading and apply skills to their own reading.

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

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Scholastic Success With Reading Comprehension: Grade 3

RL7.A	Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies to the non-print aspects of a literary text.
RL7.1	Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies to the non-print aspects of a literary text.
RL1.B.2	determine main ideas of portions of the text
RL1.C.1	determine and explain the main idea (explicit or inferred) of the text
RL2.B.1	Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.
RL2.C.1	Differentiate between a main idea and a central message, lesson, or moral.
RL2.C.2	Connect appropriate key details to determine how the author conveys a message, lesson, or moral.
RI1.B.2	determine main ideas of portions of the text
RI1.B.3	periodically restate, retell, paraphrase, and/or summarize
RI1.C.1	determine and explain the main idea (explicit or inferred) of the text
RI1.C.2	summarize the text

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RI1.C.3	identify what is directly stated in the text
RI2.A	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).
RI2.B	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.C	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.D	Differentiate key details in an informational text from minor details.
RI2.E	Paraphrase key details or information.
RI2.F	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.G	Explain how key details, including those found in text features, support the main idea.
RI9.A	Differentiate the main points from less important points in two texts on the same topic.
RI9.B	Differentiate the key details from less important details in two texts on the same topic.
RI9.C	Explain the similarities and differences between the main points and key details in two texts on the same topic.
RL1.2.b	determine main ideas of portions of the text

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RL1.3.a	determine and explain the main idea (explicit or inferred) of the text
RL2.2.a	Differentiate between key and minor details and events from the beginning, middle, and end of a literary text.
RL2.3.a	Differentiate between a main idea and a central message, lesson, or moral.
RL2.3.b	Connect appropriate key details to determine how the author conveys a message, lesson, or moral.
RI1.2.b	determine main ideas of portions of the text
RI1.2.c	periodically restate, retell, paraphrase, and/or summarize
RI1.3.a	determine and explain the main idea (explicit or inferred) of the text
RI1.3.b	summarize the text
RI1.3.c	identify what is directly stated in the text
RI2.1	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise).
RI2.2	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.3	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.4	Differentiate key details in an informational text from minor details.

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RI2.5	Paraphrase key details or information.
RI2.6	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.7	Explain how key details, including those found in text features, support the main idea.
RI9.1	Differentiate the main points from less important points in two texts on the same topic.
RI9.2	Differentiate the key details from less important details in two texts on the same topic.
RI9.3	Explain the similarities and differences between the main points and key details in two texts on the same topic.
RL2.B.3	Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.
RL5.B	Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).
RL2.2.c	Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.
RL5.2	Explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution).

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RL2.B.2	Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events).
RL2.2.b	Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events).
RI7.A	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RI7.1	Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.
RL1.B.6	visualize
RI1.B.6	visualize
RL1.2.f	visualize
RI1.2.f	visualize
RL4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
RI4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
RF4.c.B	Use context clues, sentence structure, and visual clues to guide self-correction.
RL4.1	Use sentence-level context as a clue to the meaning of a word or phrase.

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RI4.1	Use sentence-level context as a clue to the meaning of a word or phrase.
RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
L4.a.1	Identify clues within a sentence that help determine or clarify the meaning of a word or phrase.
L4.d.4	Use the context in which words are used to choose among possible meanings.
L5.a.2	Recognize that word combinations have different meanings in different contexts.
RL1.C.4	draw inferences and conclusions from the text
RL3.A	Draw conclusions and make inferences about characters, referring to the text for support.
RL7.C	Support inferences about the relationship between text features with relevant textual evidence.
RL9.B	Support inferences about the relationship between text features with relevant textual evidence.
RI1.C.4	draw inferences and conclusions from the text
RL1.3.d	draw inferences and conclusions from the text
RL3.1	Draw conclusions and make inferences about characters, referring to the text for support.
RL7.3	Support inferences about the relationship between text features with relevant textual evidence.
RL9.2	Support inferences about the relationship between text features with relevant textual evidence.

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RI1.3.d	draw inferences and conclusions from the text
RL4.E	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI4.F	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RL4.5	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI4.6	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L5.b.1	Access prior knowledge and experiences to identify connections between words and their application to real life.
W1.b.1	Differentiate among reasons, opinion(s), and facts.
W2.b.1	Differentiate between a fact and an opinion.
RL1.A.4	make predictions
RL1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RL1.C.5	confirm, refute, and/or make predictions about the text

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
RI1.A.4	make predictions
RI1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RI1.C.5	confirm, refute, and/or make predictions about the text
RL1.1.d	make predictions
RL1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RL1.3.e	confirm, refute, and/or make predictions about the text
RI1.1.d	make predictions
RI1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RI1.3.e	confirm, refute, and/or make predictions about the text
RI6.C	Compare and contrast their opinion with that of the author.
RI6.3	Compare and contrast their opinion with that of the author.
RL3.B	Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.
RI3.A	Connect and explain types of relationships, including chronology, sequence, cause/effect.

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Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

RI3.E	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect.
RI8.A	Explain basic relationships, including comparison, cause/effect, sequence.
RL3.2	Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.
RI3.1	Connect and explain types of relationships, including chronology, sequence, cause/effect.
RI3.5	Apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect.
RI8.1	Explain basic relationships, including comparison, cause/effect, sequence.
RL2.A	Identify and distinguish among literary texts, including types of stories, poems, and plays.
RL2.1	Identify and distinguish among literary texts, including types of stories, poems, and plays.

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
RI1.C.3	explain what is directly stated in the text by citing specific details and examples from the text
SL2.A	Identify the main idea and supporting details in text or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL2.B	Restate the main idea and key details of a text in other words for clarification.
SL3.C	Determine the main idea of a text, and explain how it is supported by key details.
SL3.D	Explain how a speaker uses reasons and evidence to support particular points.
RI1.3.c	explain what is directly stated in the text by citing specific details and examples from the text
SL2.1	Identify the main idea and supporting details in text or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL2.2	Restate the main idea and key details of a text in other words for clarification.
SL3.3	Determine the main idea of a text, and explain how it is supported by key details.
SL3.4	Explain how a speaker uses reasons and evidence to support particular points.
RL4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RI4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
RF4.c.B	Use context clues, sentence structure, and visual clues to guide self-correction.
RL4.1	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
RI4.1	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
L4.a.1	Identify clues in the text that help determine or clarify the meaning of a word or phrase.
L4.c.3	Use the context in which words are used to choose among possible meanings.
L5.a.2	Distinguish between similes and metaphors.
RL3.A	Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.
RL3.1	Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters.
RL1.A.4	make predictions

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0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RL1.C.6	confirm, refute and/or make predictions about the text
RI1.A.4	make predictions
RI1.C.6	confirm, refute, and/or make predictions about the text
RL1.1.d	make predictions
RL1.3.f	confirm, refute and/or make predictions about the text
RI1.1.d	make predictions
RI1.3.f	confirm, refute, and/or make predictions about the text
RL3.C	Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood.)
RL3.3	Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood).
RL1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RL9.C	Support inferences about the relationship between text features with relevant textual evidence.
RL1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RL9.3	Support inferences about the relationship between text features with relevant textual evidence.

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RL1.B.2	determine main ideas of portions of the text
RL1.C.1	determine and explain main ideas (explicit or inferred) of the text
RL2.B.3	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
RI1.B.2	determine main ideas of portions of the text
RI1.C.1	determine and explain main ideas (explicit or inferred) of the text
RI2.A	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.B	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.E	Connect key details or information, including those found in text features, and explain how they develop the main idea.
RI5.B	Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution).
RL1.2.b	determine main ideas of portions of the text
RL1.3.a	determine and explain main ideas (explicit or inferred) of the text
RL2.2.c	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.

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0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RI1.2.b	determine main ideas of portions of the text
RI1.3.a	determine and explain main ideas (explicit or inferred) of the text
RI2.1	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.
RI2.2	Connect explicitly stated or inferred ideas from across the text to determine a main idea.
RI2.5	Connect key details or information, including those found in text features, and explain how they develop the main idea.
RI5.2	Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution).
W1.a.1.4	grouping support by categories or ideas
W8.F	Sort evidence into specified categories.
W1.a.1.d	grouping support by categories or ideas
W1.b.2	Establish categories of support organized by ideas and their supporting facts, details, or other information.
W2.c.1	Apply an understanding that information can be categorized in a variety of different ways.
W8.6	Sort evidence into specified categories.

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RL1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL7.C	Support inferences and conclusions with relevant textual evidence.
RI1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RI1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RI6.C	Draw conclusions about why the information or details about an event or topic differ from one text to another.
RL1.3.d	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL7.3	Support inferences and conclusions with relevant textual evidence.
RI1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RI1.3.d	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RI6.3	Draw conclusions about why the information or details about an event or topic differ from one text to another.
RL1.B.3	periodically restate, retell, paraphrase, summarize, and/or synthesize information

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RL1.C.2	summarize the text
RL2.A.1	Determine the key events from the beginning, middle, and end of the text.
RL2.A.2	Analyze narrative elements of the text, including character(s), setting, and plot.
RL2.A.3	Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.
RI1.B.3	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.C.2	summarize the text
RI2.C	Paraphrase key details or information.
RI2.D	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
W1.a.1.3	paraphrasing when taking notes from sources
W2.a.1.2	paraphrase when taking notes from sources
W7.H	Paraphrase when taking notes from sources.
W8.D	Paraphrase when taking notes from sources to avoid plagiarism.
RL1.2.c	periodically restate, retell, paraphrase, summarize, and/or synthesize information

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
RL1.3.b	summarize the text
RL2.1.a	Determine the key events from the beginning, middle, and end of the text.
RL2.1.b	Analyze narrative elements of the text, including character(s), setting, and plot.
RL2.1.c	Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect.
RI1.2.c	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.3.b	summarize the text
RI2.3	Paraphrase key details or information.
RI2.4	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
W1.a.1.c	paraphrasing when taking notes from sources
W2.a.1.b	paraphrase when taking notes from sources
W2.b.1	Differentiate between a paraphrase and a direct quotation.
W7.8	Paraphrase when taking notes from sources.
W8.4	Paraphrase when taking notes from sources to avoid plagiarism.

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Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

W1.b.1

Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.

RI7.A

Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

RI8.A

Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.

RI7.1

Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

RI8.1

Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.

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0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	Scholastic Success With Reading Comprehension: Grade 5
RL1.B.2	determine main ideas of portions of the text
RL1.C.1	determine and explain main ideas (explicit or inferred) of the text
RL2.B.1	Analyze the key details and events in a poem as they relate to the speaker’s perspective about a topic or idea in the poem.
RL2.B.4	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
RL9.A	Apply skills from CCSS 5 RL 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI1.B.2	determine main ideas of portions of the text
RI1.B.3	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.C.1	determine and explain main ideas (explicit or inferred) of the text
RI1.C.2	summarize the text
RI1.C.3	explain what is directly stated in the text by citing specific details and examples from the text
RI2.A	Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.
RI2.B	Paraphrase key details or information.

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0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
RI2.C	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.D	Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
RL1.2.b	determine main ideas of portions of the text
RL1.3.a	determine and explain main ideas (explicit or inferred) of the text
RL2.2.a	Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.
RL2.2.b	Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem.
RL2.2.d	Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme.
RL9.1	Apply skills from CCSS RL.5. 1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI1.2.b	determine main ideas of portions of the text
RI1.2.c	periodically restate, retell, paraphrase, summarize, and/or synthesize information
RI1.3.a	determine and explain main ideas (explicit or inferred) of the text

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0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
RI1.3.b	summarize the text
RI1.3.c	explain what is directly stated in the text by citing specific details and examples from the text
RI2.1	Connect explicitly stated or inferred ideas from across the text to determine two or more main ideas.
RI2.2	Paraphrase key details or information.
RI2.3	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.
RI2.4	Connect key details or information, including those found in text features, and explain how they develop one or more main ideas.
RI5.B	Determine and explain how a text is organized, noting points where the organization changes.
RI5.2	Determine and explain how a text is organized, noting points where the organization changes.
RL2.B.2	Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts.
RL4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
RI4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
RF4.c.B	Use context clues, sentence structure, and visual clues to guide self-correction.
RL4.1	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
RI4.1	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
RF4.c.2	Use context clues, sentence structure, and visual clues to guide self-correction.
L4.a.1	Use relationship of ideas in the text to determine meaning of a word or phrase.
L4.c.3	Use the context in which words are used to choose among possible meanings.
L5.a.2	Use context to determine the meaning of figurative language.
RL1.A.4	make predictions
RL1.C.6	confirm, refute, and/or make predictions about the text
RI1.A.4	make predictions
RI1.C.6	confirm, refute, and/or make predictions about the text
RL1.1.d	make predictions
RL1.3.f	confirm, refute, and/or make predictions about the text

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Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
RI1.1.d	make predictions
RI1.3.f	confirm, refute, and/or make predictions about the text
RL1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RL9.B	Support inferences about the relationship between text features with relevant textual evidence.
RI6.A	Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.
RL1.2.e	make, confirm, and/or modify questions, inferences, and predictions
RL9.2	Support inferences about the relationship between text features with relevant textual evidence.
RI6.1	Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.
W1.a.1.4	grouping support logically by categories or ideas
W8.F	Sort evidence into specified categories.
W1.a.1.d	grouping support logically by categories or ideas
W1.b.2	Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.

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Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
W8.6	Sort evidence into specified categories.
RL1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL5.C	Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).
RL7.E	Support inferences and conclusions with relevant textual evidence.
RI1.B.5	make, confirm, and/or modify questions, inferences, and predictions
RI1.C.4	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RI6.C	Draw conclusions about the effect of different types of accounts on the same event or topic.
RL1.3.d	explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text
RL5.3	Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another).
RL7.5	Support inferences and conclusions with relevant textual evidence.
RI1.2.e	make, confirm, and/or modify questions, inferences, and predictions

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Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

RI1.3.d

explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text

RI6.3

Draw conclusions about the effect of different types of accounts on the same event or topic.

W1.b.1

Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.

RI7.A

Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

RI8.A

Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.

RI7.1

Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.

RI8.1

Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.

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0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
W2.C.2.3	Edit to correct errors in capitalization, punctuation, and spelling.
L2.a	Capitalize dates and names of people.
W2.C.2.c	Edit to correct errors in capitalization, punctuation, and spelling.
L2.a.2	Identify months of the year.
L2.a.3	Demonstrate correct capitalization of names and dates when writing.
W1.B.3.4	Use end punctuation for sentences
L2.b	Use end punctuation for sentences.
W1.B.3.d	Use end punctuation for sentences.
L2.b.2	Identify different types of sentences and their end punctuation.
L2.b.3	Use of end punctuation correctly in writing.
L1.b.1	Define and identify nouns in text presented in a variety of formats.
L1.b.3	Demonstrate the use of nouns when speaking and writing.
L1.c.2	Identify and define verbs presented in a variety of texts.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
L1.e.1	Identify verbs presented in a variety of formats.
L1.e.4	Analyze writing models for correct use of verbs.
L5.d.1	Discuss and act out a variety of verbs that have similar meanings.
RF1.a.D	Identify the components of a sentence (e.g., words, punctuation, etc.).
RF1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
RF1.a.4	Identify the components of a sentence (e.g., words, punctuation, etc.).
L1.c.3	Identify the components of a sentence.
W1.C.2.2	Expand simple complete sentences.
W2.C.2.2	Expand complete simple sentences.
W3.B.1.1	Produce complete simple sentences.
SL6.A	Identify components of a sentence.
SL6.B	Distinguish between sentences and sentence fragments.

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
SL6.C	Compose complete simple sentences.
SL6.D	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL6	Produce complete sentences when appropriate to task and situation.
L1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
W1.C.2.b	Expand simple complete sentences.
W2.C.2.b	Expand complete simple sentences.
W3.B.1.a	Produce complete simple sentences.
SL6.1	Identify components of a sentence.
SL6.2	Distinguish between sentences and sentence fragments.
SL6.3	Compose complete simple sentences.
SL6.4	Demonstrate command of the conventions of standard English grammar and usage when speaking.
L1.j.1	Identify the components of a sentence in text presented in a variety of formats.
L2.b.1	Identify the components of a sentence.

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0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
W3.B.1.3	Use frequently occurring adjectives.
SL4.C	Use frequently occurring adjectives to describe.
L1.f	Use frequently occurring adjectives.
L1.h	Use determiners (e.g., articles, demonstratives).
L5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W3.B.1.c	Use frequently occurring adjectives.
SL4.3	Use frequently occurring adjectives to describe.
L1.f.1	Identify and define adjectives in text presented in a variety of formats.
L1.f.2	Classify adjectives into categories such as size, color.
L1.f.3	Demonstrate the correct use of adjectives in oral and written language.
L1.h.1	Identify and define articles and demonstratives presented in a variety of formats.
L1.h.2	Demonstrate the correct use of articles and demonstratives in oral and written language.
L1.j.4	Use learned parts of speech to expand sentences orally and in writing.

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0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
L5.d.2	Identify synonyms for verbs and adjectives.
W3.A.1.3	tell about a series of events in a logical sequence
W3.D.2.1	Revise to ensure that elements of a narrative are present and events are sequenced.
W3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W3.A.1.c	tell about a series of events in a logical sequence
W3.D.2.a	Revise to ensure that elements of a narrative are present and events are sequenced.
RI9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RL1.A.2	make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic
RI1.A.2	examine the title, cover, illustrations/photographs/text
W1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
RL1.1.b	make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic

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

Alignment ID

Alignment Text

RI1.1.b

examine the title, cover, illustrations/photographs/text

W3.A.1.2

identify two or more events, characters, and settings

W3.A.1.b

identify two or more events, characters, and settings

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0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
W2.D.2.3	Edit to correct errors in capitalization, punctuation, and spelling.
W2.C.2.c	Edit to correct errors in capitalization, punctuation, and spelling.
L1.f.2	Distinguish between declarative, interrogative, imperative, and exclamatory sentences.
SL6.A	Identify components and purpose of various types of sentences.
SL6.B	Distinguish between fragments, complete, and run on sentences.
SL6.D	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SL6.1	Identify components and purpose of various types of sentences.
SL6.2	Distinguish between fragments, complete, and run on sentences.
SL6.4	Demonstrate command of the conventions of standard English grammar and usage when speaking.
L4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
W3.B.2.2	Use adjectives and adverbs, and choose between them depending on what is to be modified.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
SL4.C	Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified.
SL5.A	Use illustrations and details in a story to describe its characters, setting, or events.
L6.C	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
W3.B.2.b	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SL4.3	Use descriptive adjectives and adverbs, and choose between them depending on what is to be modified.
SL5.1	Use illustrations and details in a story to describe its characters, setting, or events.
L1.e.1	Identify and define adjectives and adverbs in text presented in a variety of formats.
L1.e.2	Distinguish between adjectives and adverbs.
L1.e.3	Demonstrate the correct use of adjectives and adverbs in oral and written language.
L1.e.4	Strengthen writing by using adjectives and adverbs correctly to expand sentences.

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
L6.3	Use adjectives and adverbs, and choose between them depending on what is to be modified.
W1.B.3.2	Produce complete simple and compound sentences.
W1.D.2.3	Expand and rearrange complete simple and compound sentences.
W2.C.4.1	Produce complete simple and compound sentences.
W2.D.2.2	Expand and rearrange complete simple and compound sentences.
W3.B.2.1	Produce complete simple and compound sentences.
SL6.C	Produce, expand, and rearrange complete simple and compound sentences.
L1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
W1.B.3.b	Produce complete simple and compound sentences.
W1.D.2.c	Expand and rearrange complete simple and compound sentences.
W2.B.4.a	Produce complete simple and compound sentences.
W2.C.2.b	Expand and rearrange complete simple and compound sentences.
W3.B.2.a	Produce complete simple and compound sentences.

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Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
SL6.3	Produce, expand, and rearrange complete simple and compound sentences.
L1.f.3	Produce simple and compound sentences independently or in response to prompts.
L1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L1.d.1	Identify and define past tense of frequently occurring irregular verbs in text presented in a variety of formats.
L1.d.2	Form the past tense of frequently occurring irregular verbs.
L1.d.3	Demonstrate the correct use of past tense verbs in oral and written language.
L5.b.1	Identify synonyms for given verbs and adjectives.
W3.A.1.3	sequence the events in a logical order
RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
W3.A.1.c	sequence the events in a logical order
RL7	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

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0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

W3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

RL2.B

Identify and explain the elements of a story, (e.g. character (s), setting, problem, solution, plot).

RL2.2

Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, plot).

W3.B.1

Apply knowledge of story structure.

W3.A.1.1

identify an event or situation

W3.A.1.2

identify characters and the problem

W3.A.1.a

identify an event or situation

W3.A.1.b

identify characters and the problem

L2.b.1

Identify the components of a letter.

L2.b.2

Demonstrate the correct use of commas when writing letters (correspondence).

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0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
SL6.A	Differentiate between complete sentences and fragments.
SL6.C	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL6.1	Differentiate between complete sentences and fragments.
SL6.3	Demonstrate command of the conventions of standard English grammar and usage when speaking.
W1.b.3.4	Produce simple, compound, and complex sentences.
W2.b.3.2	Produce simple, compound, and complex sentences.
W1.b.3.d	Produce simple, compound, and complex sentences.
W2.b.3.b	Produce simple, compound, and complex sentences.
L1.h.2	Use conjunctions correctly in combining sentences.
L1.h.3	Strengthen writing by revising to combine sentences correctly when appropriate.
L1.i.1	Distinguish between a sentence and a fragment.
L1.i.2	Distinguish between simple, compound, and complex sentences.

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0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
L1.g.3	Demonstrate the correct use of comparative and superlative adjectives and adverbs in oral and written language.
L2.c.1	Recognize and explain the purpose of direct dialogue in text.
L2.c.2	Identify capitalization rules for dialogue.
W3.b.1.5	Use commas and quotation marks in dialogue.
W3.d.2.2.d	punctuation of dialogue (See CCSS 3 L2.c.)
W3.b.1.e	Use commas and quotation marks in dialogue.
W3.d.2.b.4	punctuation of dialogue
L2.c.3	Demonstrate correct placement of commas and quotation marks in dialogue.
L2.c.4	Analyze writing models for the correct use of punctuation in dialogue.
L2.b.2	Analyze and edit writing for the correct use of commas.
W1.a.2.1	establishes the focus with a topic sentence
W2.a.2.2	establishes the focus with a topic sentence
W2.d.2.1.a	ensure a clear statement of the topic and clearly conveyed ideas and information

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
W1.a.2.a	establishes the focus with a topic sentence
W2.a.2.b	establishes the focus with a topic sentence
W2.d.2.a.1	ensure a clear statement of the topic and clearly conveyed ideas and information
W1.b.3.1	Establish the focus of the paragraph/ each paragraph with a topic sentence.
W1.b.3.2	Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance).
W2.a.2.3	presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate).
W1.b.3.a	Establish the focus of the paragraph/each paragraph with a topic sentence.
W1.b.3.b	Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance).
W2.a.2.c	presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate).

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0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
L2.a.1	Explain the rules for capitalization in sentences and with proper nouns.
L2.a.2	Use capital letters correctly in titles and the first word in direct quotations.
W3.e.2.2.f	punctuation of compound sentences joined by a coordinating conjunction
L2.f.3	Compose simple and compound sentences using coordinating conjunctions.
W3.e.2.b.6	punctuation of compound sentences joined by a coordinating conjunction
L1.f.3	Compose simple and compound sentences using coordinating conjunctions.
L2.c.1	Identify independent and dependent clauses in compound sentences.
L2.c.3	Strengthen writing by revising to include compound sentences.
L2.c.4	Analyze writing models for the use of compound sentences.
L2.c.2	Demonstrate use of comma correctly before a coordinating conjunction in a compound sentence.
L1.a.3	Demonstrate the appropriate use of relative adverbs to expand sentences.
L1.a.4	Demonstrate the appropriate use of relative adverbs to expand sentences.
W2.d.2.2.b	inappropriate fragments and run-ons

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W3.e.2.2.c	inappropriate fragments and run-ons
SL6.C	Demonstrate command of the conventions of standard English grammar and usage when speaking.
L2.f.1	Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.
L2.f.4	Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions.
L2.f.5	Analyze writing models for complete sentences.
W2.e.2.b.2	inappropriate fragments and run-ons
W3.e.2.b.3	inappropriate fragments and run-ons
SL6.3	Demonstrate command of the conventions of standard English grammar and usage when speaking.
L1.f.1	Differentiate between grammatically complete sentences, sentence fragments, and run-on sentences.
L1.f.4	Revise incomplete, fragments, run-ons by combining sentences and using coordinating conjunctions.
L1.f.5	Analyze writing models for complete sentences.
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W2.d.2.1.a	ensure a clear statement of the topic and clearly conveyed and organized ideas and information

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W2.e.2.a.1	ensure a clear statement of the topic and clearly conveyed and organized ideas and information
W2.a.1.3	organize information by paragraphs or sections with topic sentences or controlling ideas
W2.a.2.2	establishes a controlling idea with a topic sentence
W2.a.1.c	organize information by paragraphs or sections with topic sentences or controlling ideas
W2.a.2.b	establishes a controlling idea with a topic sentence
W2.b.2	Differentiate between a concrete detail and a more general or abstract idea.
W1.a.1.1	formulating an opinion
W1.a.1.2	generating support that includes facts and details
W1.a.1.3	paraphrasing when taking notes from sources
W1.a.1.4	grouping support by categories or ideas
W1.a.1.5	linking the support to the writing purpose
W1.a.2.1	orients the reader to the topic or text
W1.a.2.2	states the point of view or opinion
W1.a.2.3	addresses an audience and the writing purpose

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W1.b.3.1	Establish the focus of each paragraph with a topic sentence.
W1.b.3.3	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
W1.b.3.4	Form and use prepositional phrases.
W1.b.4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
W1.d.2.1.a	ensure a clear statement of opinion supported by an organized list of related ideas and reasons
W1.d.2.2.a	subject-verb and pronoun-antecedent agreement
W1.d.2.2.b	inappropriate fragments and run-ons
W1.d.2.2.c	capitalization
W1.d.2.2.d	frequently confused words
W1.d.2.2.e	punctuation of compound sentences joined by a coordinating conjunction
W1.d.2.2.f	spelling of grade-appropriate words, consulting references as needed
W1.d.3.1	using word processing technology
W1.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W1.d.3.3	delivering oral presentations
W2.d.2.2.e	punctuation of compound sentences joined by a coordinating conjunction
W2.d.2.2.f	spelling of grade-appropriate words, consulting references as needed
W1.a.1.a	formulating an opinion
W1.a.1.b	generating support that includes facts and details
W1.a.1.c	paraphrasing when taking notes from sources
W1.a.1.d	grouping support by categories or ideas
W1.a.1.e	linking the support to the writing purpose
W1.a.2.a	orients the reader to the topic or text
W1.a.2.b	states the point of view or opinion
W1.a.2.c	addresses an audience and the writing purpose
W1.b.1	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.
W1.b.2	Establish categories of support organized by ideas and their supporting facts, details, or other information.

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W1.b.3.a	Establish the focus of each paragraph with a topic sentence
W1.b.3.c	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.)
W1.b.3.d	Form and use prepositional phrases.
W1.c.1	Apply an understanding of the relationship between opinion and reasons.
W1.c.2	Apply academic vocabulary to express relationships correctly and precisely.
W1.c.3	Apply domain-specific vocabulary to clarify ideas.
W1.d.1	Draft a conclusion that paraphrases the opinion or point of view.
W1.d.2.a.1	ensure a clear statement of opinion supported by an organized list of related ideas and reasons
W1.d.2.b.1	subject-verb and pronoun-antecedent agreement
W1.d.2.b.2	inappropriate fragments and run-ons
W1.d.2.b.3	capitalization
W1.d.2.b.4	frequently confused words
W1.d.2.b.5	punctuation of compound sentences joined by a coordinating conjunction
W1.d.2.b.6	spelling of grade-appropriate words, consulting references as needed

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W1.d.3.a	using word processing technology
W1.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.c	delivering oral presentations
W2.e.2.b.5	punctuation of compound sentences joined by a coordinating conjunction
W2.e.2.b.6	spelling of grade-appropriate words, consulting references as needed
W2.a.2.3	organizes information by paragraphs or sections, and
W2.a.2.c	organizes information by paragraphs or sections, and
W1.a.2.4	anticipates an organizational structure (e.g., several paragraphs, as appropriate).
W1.b.3.2	Organize paragraphs effectively (e.g., list, cause/effect, order of importance).
W2.b.1.1	Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
W1.a.2.d	anticipates an organizational structure (e.g., several paragraphs, as appropriate)
W1.b.3.b	Organize paragraphs effectively (e.g., list, cause/effect, order of importance).

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W2.b.3.a	Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
W3.d.3	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L1.d.1	Identify correct placement of adjectives in sentences.
L1.d.2	Revise and strengthen writing to include correctly ordered adjectives.
L1.d.3	Analyze writing models for correct use and ordering of adjectives.
W1.d.2.1.b	choose words and phrases for effect and to convey ideas precisely
W2.d.2.1.b	choose words and phrases for effect and to convey ideas precisely
W3.e.2.1.c	choose words and phrases to convey ideas precisely
W1.d.2.a.2	choose words and phrases for effect and to convey ideas precisely
W2.e.2.a.2	choose words and phrases for effect and to convey ideas precisely
W3.d.1	Differentiate between specific and concrete, vague and general, and literal and nonliteral language.
W3.d.2	Recognize and use words and phrases that appeal to the senses.
W3.e.2.a.3	choose words and phrases to convey ideas precisely

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
L1.b.1	Differentiate between past, present, and future tenses.
L1.b.2	Explain the role of auxiliary verbs.
L1.b.3	Identify progressive verb tenses in text presented in a variety of formats.
L1.b.4	Demonstrate the use of progressive verb tenses in oral and written language.
L1.c.1	Recognize modal auxiliaries and explain their purpose.
L1.c.2	Identify rules for using modal auxiliaries.
L1.c.3	Demonstrate use of modal auxiliaries in oral and written language.
L3.a.4	Analyze writing models or speech for effect of words and phrases on meaning.
L3.b.1	Recognize and explain the purpose of various punctuation marks.
L4.c.4	Strengthen writing by using reference materials to revise for precise word choice.
RL4.C	Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context.
RI4.D	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
RL4.3	Explain the meaning of figurative language, including simple similes and metaphors (e.g., as pretty as a picture) in context.

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Alignment ID	Alignment Text
RI.4.4	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L5.a.2	Distinguish between similes and metaphors.
L5.a.3	Interpret the meaning of simple similes and metaphors in text presented in a variety of formats.
W9.b.1	Write in response to grade-level print, nonprint, and digital literary or informational text(s).
W9.1	Write in response to grade-level print, nonprint, and digital literary or informational text(s).
W3.a.1.1	select and narrow an event or situation
W3.a.1.2	identify the narrator and/or the characters
W3.a.2.1	establishes the narrator and/or the characters
W3.b.1.1	Apply knowledge of characterization and setting.
W3.e.2.1.a	ensure that characters and events are effectively described
W3.a.1.a	select and narrow an event or situation
W3.a.1.b	identify the narrator and/or the characters
W3.a.2.a	establishes the narrator and/or the characters
W3.b.1.a	Apply knowledge of characterization and setting.

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
W3.e.2.a.1	ensure that characters and events are effectively described
W2.b.1.4	Use commas and quotation marks to punctuate quotations from a text.
W3.b.1.4	Use commas and quotation marks to indicate direct speech.
W3.e.2.2.e	commas and quotation marks in direct speech
W2.b.3.d	Use commas and quotation marks to punctuate quotations from a text.
W3.b.1.d	Use commas and quotation marks to indicate direct speech.
W3.e.2.b.5	commas and quotation marks in direct speech
L2.b.3	Demonstrate correct placement of commas and quotation marks in dialogue.
L2.b.4	Analyze and edit writing for correct punctuation of direct speech and quotations.
L3.b.2	Demonstrate command of conventions of standard English punctuation.
RL2.E	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL3.F	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL7.E	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL9.E	Apply academic and domain-specific vocabulary when discussing or writing about literature.

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Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
RI2.H	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
RL2.5	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL3.6	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL7.5	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL9.5	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RI2.8	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.

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054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

054520075X

Scholastic Success With Writing: Grade 5

W3.a.2.2

orients the reader to the setting

W3.a.2.b

orients the reader to the setting

W2.b.2.2

Ensure subject-verb and pronoun-antecedent agreement.

W3.e.2.2.b

subject-verb and pronoun-antecedent agreement

W2.b.2.b

Ensure subject-verb and pronoun-antecedent agreement.

W3.e.2.b.2

subject-verb and pronoun-antecedent agreement

W2.e.2.2.a

sentence fragments and run-ons

W3.e.2.2.c

inappropriate fragments and run-ons

SL6.C

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

W2.e.2.b.1

sentence fragments and run-ons

W3.e.2.b.3

inappropriate fragments and run-ons

SL6.3

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

L2.a.4

Analyze writing models for correct capitalization.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
RL1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.F.1	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RL1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
RI1.6.a	Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.
L2.b.1	Identify introductory elements in sentence.
L2.b.2	Explain and demonstrate rules for using commas to separate an introductory element from the rest of a sentence.
L2.c.2	Strengthen writing by editing for the correct use of commas after introductory elements.
L1.a.1	Differentiate between a sentence, a phrase, and a clause.
L1.a.2	Recognize conjunctions, prepositions, and interjections in text presented in a variety of formats.
L1.a.4	Explain and apply rules for using conjunctions, prepositions, and interjections in simple, compound, and complex sentences.
L1.a.5	Analyze writing models for correct use of conjunctions, prepositions, and interjections.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W2.e.1	Draft a conclusion that draws inferences or conclusions or makes generalizations from the information presented.
W3.e.1	Draft a plausible conclusion that follows naturally from the sequence of events in the narrative.
W3.b.1.4	Use punctuation to separate items in a series.
W3.b.1.d	Use punctuation to separate items in a series.
L2.b.3	Analyze writing models to determine the effect of punctuation on meaning.
L2.c.1	Analyze writing models to determine the effect of punctuation on meaning.
L2.d.1	Identify and distinguish rules for punctuating different types of titles (e.g., books, articles, plays).
L2.d.3	Analyze writing models for the correct notation of titles.
L2.d.4	Strengthen writing by editing for the correct notation of titles.
W2.c.3	Apply domain-specific vocabulary to clarify information.
W2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
L5.c.2	Use knowledge of nuances to determine precise words as needed for speaking and writing.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W1.a.1.2	generating support that includes facts and details
W1.a.2.1	orients the reader to the topic or text
W1.a.2.2	states the point of view or opinion
W1.a.2.3	addresses audience needs and the writing purpose
W1.a.2.4	anticipates an organizational structure (e.g., several paragraphs, as appropriate).
W1.b.3.3	Ensure subject-verb and pronoun-antecedent agreement.
W1.b.3.4	Correctly use frequently-confused words.
W1.b.3.5	Use correlative conjunctions (e.g., either/or, neither/nor).
W1.d.2.1.a	ensure a clear statement of opinion supported by ideas and reasons presented logically
W1.d.2.2.a	sentence fragments and run-ons
W1.d.2.2.b	use of a comma to set off an introductory element
W1.d.2.2.c	shifts in verb tense
W1.d.2.2.d	spelling of grade-appropriate words, consulting references as needed
W1.d.3.1	using word processing technology

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W1.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.3	delivering oral presentations
W2.e.2.2.d	spelling of grade-appropriate words, consulting references as needed
W1.a.1.b	generating support that includes facts and details
W1.a.2.a	orients the reader to the topic or text
W1.a.2.b	states the point of view or opinion
W1.a.2.c	addresses audience needs and the writing purpose
W1.a.2.d	anticipates an organizational structure (e.g., several paragraphs, as appropriate).
W1.b.1	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons.
W1.b.2	Establish a hierarchy of support organized by ideas and then supporting facts, details, or other information.
W1.b.3.c	Ensure subject-verb and pronoun-antecedent agreement.
W1.b.3.d	Correctly use frequently-confused words.
W1.b.3.e	Use correlative conjunctions (e.g., either/or, neither/nor).

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W1.c.1	Apply an understanding of the relationship between opinion and reasons.
W1.c.2	Apply academic vocabulary to express relationships correctly and precisely.
W1.c.3	Apply domain-specific vocabulary to clarify ideas.
W1.d.1	Draft a conclusion that paraphrases the opinion or point of view.
W1.d.2.a.1	ensure a clear statement of opinion supported by ideas and reasons presented logically
W1.d.2.b.1	sentence fragments and run-ons
W1.d.2.b.2	use of a comma to set off an introductory element
W1.d.2.b.3	shifts in verb tense
W1.d.2.b.4	spelling of grade-appropriate words, consulting references as needed
W1.d.3.a	using word processing technology
W1.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.c	delivering oral presentations
W2.b.1	Organize a hierarchy of information from reasons supported by facts, details, quotations, etc.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W2.e.2.b.4	spelling of grade-appropriate words, consulting references as needed
W2.b.2.1	Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
W2.b.2.a	Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order).
W2.c.1	Categorized information in a variety of different ways to accomplish different purposes.
W2.a.2.2	establishes a controlling idea or thesis
W2.a.2.b	establishes a controlling idea or thesis
RL2.E	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL3.F	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL7.G	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL9.D	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RI2.G	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
W1.b.3.2	Organize paragraphs effectively (e.g., list, cause/effect, order of importance).
W2.a.2.3	follows a logical organizational structure by paragraphs or sections

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
RL2.5	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL3.6	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL7.7	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RL9.4	Apply academic and domain-specific vocabulary when discussing or writing about literature.
RI2.7	Apply academic and domain-specific vocabulary when writing about or discussing informational texts.
W1.b.3.b	Organize paragraphs effectively (e.g., list, cause/effect, order of importance).
W2.a.2.c	follows a logical organizational structure by paragraphs or sections
L3.a.1	Demonstrate command of conventions of standard English grammar and usage.
W1.b.3.1	Establish the focus of each paragraph with a topic sentence.
W2.e.2.1.a	ensure a clear statement of the topic and clearly conveyed and organized ideas and information
W1.b.3.a	Establish the focus of each paragraph with a topic sentence.
W2.e.2.a.1	ensure a clear statement of the topic and clearly conveyed and organized ideas and information
W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W1.a.1.1	formulating an opinion
W1.a.1.3	paraphrasing when taking notes from sources
W1.a.1.4	grouping support logically by categories or ideas
W1.a.1.5	linking the support to the writing purpose
W2.a.1.1	gather information on a topic; synthesize information from within and across sources
W2.a.1.2	paraphrase when taking notes from sources
W2.a.1.3	formulate a controlling idea or thesis
W2.a.1.4	organize information by paragraphs or sections with topic sentences or controlling ideas
W2.a.1.5	select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary
W3.a.1.1	select and narrow an event or situation
W3.a.1.2	identify the narrator and/or the characters
W3.a.1.3	explain the problem
W3.a.1.4	organize a plausible sequence of events

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W1.a.1.a	formulating an opinion
W1.a.1.c	paraphrasing when taking notes from sources
W1.a.1.d	grouping support logically by categories or ideas
W1.a.1.e	linking the support to the writing purpose
W2.a.1.a	gather information on a topic; synthesize information from within and across sources
W2.a.1.b	paraphrase when taking notes from sources
W2.a.1.c	formulate a controlling idea or thesis
W2.a.1.d	organize information by paragraphs or sections with topic sentences or controlling ideas
W2.a.1.e	select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary
W3.a.1.a	select and narrow an event or situation
W3.a.1.b	identify the narrator and/or the characters
W3.a.1.c	explain the problem
W3.a.1.d	organize a plausible sequence of events

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W1.d.2.1.b	choose words and phrases for effect and to convey ideas precisely
W2.e.2.1.b	choose words and phrases for effect and to convey ideas precisely
W3.e.2.1.a	ensure that the narrative demonstrates full development, logical organization and effective use of language
W3.e.2.1.b	choose words and phrases to convey ideas precisely
W1.d.2.a.2	choose words and phrases for effect and to convey ideas precisely
W2.e.2.a.2	choose words and phrases for effect and to convey ideas precisely
W3.e.2.a.1	ensure that the narrative demonstrates full development, logical organization and effective use of language
W3.e.2.a.2	choose words and phrases to convey ideas precisely
L2.a.1	Distinguish between direct and indirect dialogue in text.
L2.a.2	Identify capitalization rules for dialogue.
L2.a.3	Demonstrate correct placement of commas and quotation marks in dialogue.

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Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
L4.c.4	Strengthen writing by using reference materials to revise for precise word choice.
W1.d.2.1.c	expand, combine, and reduce sentences for meaning, interest, and style
W2.e.2.1.c	expand, combine, and reduce sentences for meaning, interest, and style
W3.e.2.1.c	expand, combine, and reduce sentences for meaning, interest, and style
W1.d.2.a.3	expand, combine, and reduce sentences for meaning, interest, and style
W2.e.2.a.3	expand, combine, and reduce sentences for meaning, interest, and style
W3.e.2.a.3	expand, combine, and reduce sentences for meaning, interest, and style
L1.a.3	Combine sentences using appositives, adjectives, adverbs, and prepositional phrases.
L3.a.2	Strengthen writing by revising to expand, combine, and reduce sentences.
RL4.C	Interpret figurative language, including similes and metaphors, in context.
RI4.D	Interpret figurative language, including similes and metaphors, in context.
RL4.3	Interpret figurative language, including similes and metaphors, in context.
RI4.4	Interpret figurative language, including similes and metaphors, in context.
L5.a.1	Identify and explain similes and metaphors in text.

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Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

L5.a.3

Explain how figurative language contributes to constructing meaning in a text.

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Scholastic Success With Traditional Cursive: Grades 2–4

Alignment ID	Alignment Text
0545200741	Scholastic Success With Traditional Cursive: Grades 2–4
W2.D.5	Produce writing that is legible, including the correct formation of cursive letters.
W7.G	Produce writing that is legible, including the correct formation of cursive letters.
W2.d.4.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W2.e.1.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.e.3.2	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W6.J	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.
W1.B.4	Produce writing that is legible, including the correct formation of cursive letters.
W1.D.5	Produce writing that is legible, including correct formation of cursive letters.

Success With Workbooks State Standards

0545200741

Scholastic Success With Traditional Cursive: Grades 2–4

Alignment ID	Alignment Text
W2.B.5	Produce writing that is legible, including the correct formation of cursive letters.
W2.C.5	Produce writing that is legible, including the correct formation of cursive letters.
W3.B.3	Produce writing that is legible, including the correct formation of cursive letters.
W3.D.5	Produce writing that is legible, including the correct formation of cursive letters.
W7.7	Produce writing that is legible, including the correct formation of cursive letters.
W2.d.4.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W1.d.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W2.e.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W3.e.3.b	applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable
W6.9	Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable or technology is unavailable.

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
RF1.d.A.1	differentiate between numerals, letters and words.
RF1.d.1	With prompting and support, differentiate between numerals, letters and words.
W7.G	Produce writing that is legible, including the correct formation of manuscript letters.
L2.e	Produce handwriting that is legible to the audience.
L1.a	Print all upper- and lowercase letters.
W1.B.4	Produce writing that is legible, including correct formation of manuscript letters.
W1.C.4	Produce writing that is legible, including the correct formation of manuscript letters.
W2.B.5	Produce writing that is legible, including the correct formation of manuscript letters.
W2.C.4	Produce writing that is legible, including the correct formation of manuscript letters.
W3.B.2	Produce writing that is legible, including the correct formation of manuscript letters.
W7.7	Produce writing that is legible, including the correct formation of manuscript letters.
L1.a.1	Develop and strengthen fine motor skills using a variety of activities.