SCHOLASTIC

Success With Workbooks State Standards

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
RF.0.3.0.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.0.3.0.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
L.0.10.1.1.a	Print many upper- and lowercase letters.
L6.6	Recognizes how features of a letter combine to make a specific letter
L7.8	Recognizes some parts of a book and conventions of print
3.6	Recognize and name some letters of the alphabet, especially those in own name
3.7	Begin to associate sounds with words or letter

0545200938   Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
K.3.1.1	Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.
K.3.1.3	Use basic shapes and spatial reasoning to model objects in the real-world.
M10.9	Recognizes and creates shapes that have symmetry
K.1.1.1	Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.
K.1.1.2	Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes.
K.1.1.3	Count, with and without objects, forward and backward to at least 20.
K.1.1.4	Find a number that is 1 more or 1 less than a given number.
K.1.2.1	Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.
K.1.2.2	Compose and decompose numbers up to 10 with objects and pictures.
M1.14	Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects
M1.15	Recites number words aloud, backward, down from at least 10 without objects

SCHOLASTIC

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M1.17	Reads and writes numerals from 0 to 10, with some reversals possible
M6.4	States the number that comes next or before up to 10
M14.5	Discusses, compares and makes sense of collected data
2	Demonstrate understanding of one-to-one correspondence between objects and number
3	Demonstrate ability to count in sequence
M2.3	Demonstrates and uses 1:1 correspondence with sets larger than four
M3.5	Gives 5 or more items correctly and consistently when asked
M6.5	Understands that the quantity of a set of (more than 4) objects has been changed
M6.6	Without recounting, can add one more to a set, even when the set isn't visible after counting
12	Make comparisons between at least two groups of objects
K.2.1.1	Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●, ●●, ●●●.
K.1.1.5	Compare and order whole numbers, with and without objects, from 0 to 20.
11	Recognize objects can be measured by height, length, weight, and time

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
K.3.2.1	Use words to compare objects according to length, size, weight and position.
M4.3	Recognizes that a number can be used to represent a position in a sequence
M11.6	Recognizes and describes position of objects in space with greater accuracy
10	Use words that show understanding of order and position of objects
L.0.10.5.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.0.10.5.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
K.3.1.2	Sort objects using characteristics such as shape, size, color and thickness.
K.3.2.2	Order 2 or 3 objects using measurable attributes, such as length and weight.
M12.7	Describes the attribute used for sorting or comparing
M12.8	While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute
9	Identify and name common shapes
L.0.10.5.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
3.5	Show beginning understanding of concepts about print
RF.0.3.0.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.0.3.0.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
L.0.10.1.1.a	Print many upper- and lowercase letters.
L6.6	Recognizes how features of a letter combine to make a specific letter
L7.8	Recognizes some parts of a book and conventions of print
3.6	Recognize and name some letters of the alphabet, especially those in own name
3.7	Begin to associate sounds with words or letter
RF.0.3.0.2.a	Recognize and produce rhyming words.
1.4	Listen to and recognize different sounds in rhymes and familiar words

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
3.5	Show beginning understanding of concepts about print
SL.0.8.4.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
L3.15	Uses increasingly specific words to name objects and their features and functions
RF.0.3.0.2.a	Recognize and produce rhyming words.
RF.0.3.0.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
1.4	Listen to and recognize different sounds in rhymes and familiar words
L3.16	Shares information about experiences, people, places, and things in sequence
L.0.10.5.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
2.5	Use increasingly complex and varied vocabulary and language
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
RF.0.3.0.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.0.10.5.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.0.10.5.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.0.10.6.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L7.10	Points to words and attempts to read, or asks, "what does it say?"

0545201144   Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
RF.0.3.0.2.a	Recognize and produce rhyming words.
RF.0.3.0.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
RF.0.3.0.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.0.3.0.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.0.3.0.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.0.3.0.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.0.3.0.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.0.10.2.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L5.12	Identifies and continues sound patterns in words
L6.6	Recognizes how features of a letter combine to make a specific letter
L7.8	Recognizes some parts of a book and conventions of print
1.4	Listen to and recognize different sounds in rhymes and familiar words

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
3.6	Recognize and name some letters of the alphabet, especially those in own name
3.7	Begin to associate sounds with words or letter

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
RF.0.3.0.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
L6.6	Recognizes how features of a letter combine to make a specific letter
3.6	Recognize and name some letters of the alphabet, especially those in own name
RF.0.3.0.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
RF.0.3.0.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
RF.0.3.0.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.0.3.0.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.0.10.2.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
3.7	Begin to associate sounds with words or letter

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

Alignment ID	Alignment Text
0545200717	**Scholastic Success With Math: Grade 1**
1.1.1.2	Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
1.1.1.3	Count, with and without objects, forward and backward from any given number up to 120.
1.1.1.5	Compare and order whole numbers up to 100.
1.3.1.1	Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.
1.3.1.2	Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.
1.2.1.1	Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.
1.1.2.3	Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.
1.1.2.1	Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
1.2.2.1	Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.
1.2.2.4	Use addition or subtraction basic facts to represent a given problem situation using a number sentence.
1.3.2.3	Identify pennies, nickels and dimes and find the value of a group of these coins, up to one dollar.
1.3.2.1	Measure the length of an object in terms of multiple copies of another object.
1.1.1.7	Use counting and comparison skills to create and analyze bar graphs and tally charts.
1.3.2.2	Tell time to the hour and half-hour.

0545200709   Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	**Scholastic Success With Math: Grade 2**
2.1.1.5	Compare and order whole numbers up to 1000.
2.1.1.2	Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.
2.2.1.1	Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.
2.3.1.2	Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.
2.1.2.1	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.
2.1.2.2	Demonstrate fluency with basic addition facts and related subtraction facts.
2.1.2.4	Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.
2.1.1.1	Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
2.3.1.1	Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).
2.2.2.2	Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.
2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.
2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.
2.3.3.2	Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.
2.3.2.2	Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.
2.1.2.6	Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200695	**Scholastic Success With Math: Grade 3**
3.1.1.1	Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.
3.1.1.4	Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences.
3.4.1.1	Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.
3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences.
3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.
3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.
3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.

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

Alignment ID	Alignment Text
3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.
3.1.3.1	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.
3.1.3.2	Understand that the size of a fractional part is relative to the size of the whole.
3.1.3.3	Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.
3.3.3.1	Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute.
3.3.3.2	Know relationships among units of time.
3.3.3.4	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.

Success With Workbooks State Standards

0545200687   Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	**Scholastic Success With Math: Grade 4**
4.1.1.2	Use an understanding of place value to multiply a number by 10, 100 and 1000.
4.1.2.5	Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
4.1.1.3	Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
4.1.1.4	Estimate products and quotients of multi-digit whole numbers by using rounding, benchmarks and place value to assess the reasonableness of results.
4.1.1.5	Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
4.1.1.1	Demonstrate fluency with multiplication and division facts.
4.1.1.6	Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction.
4.1.2.1	Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.4.1.1	Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.
4.1.2.3	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.
4.1.2.4	Read and write decimals with words and symbols; use place value to describe decimals in terms of thousands, hundreds, tens, ones, tenths, hundredths and thousandths.
4.1.2.6	Read and write tenths and hundredths in decimal and fraction notations using words and symbols; know the fraction and decimal equivalents for halves and fourths.
4.3.2.1	Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
4.3.2.4	Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.
4.3.2.2	Compare angles according to size. Classify angles as acute, right and obtuse.
4.3.3.2	Apply reflections (flips) to figures by reflecting over vertical or horizontal lines and relate reflections to lines of symmetry.
4.3.1.1	Describe, classify and sketch triangles, including equilateral, right, obtuse and acute triangles. Recognize triangles in various contexts.
4.3.1.2	Describe, classify and draw quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. Recognize quadrilaterals in various contexts.

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

Alignment ID   Alignment Text

4.3.2.3   Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.

0545200679   Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	**Scholastic Success With Math: Grade 5**
5.1.1.1	Divide multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal.
5.4.1.1	Know and use the definitions of the mean, median and range of a set of data. Know how to use a spreadsheet to find the mean, median and range of a data set. Understand that the mean is a "leveling out" of data.
5.1.2.1	Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.
5.1.2.3	Order fractions and decimals, including mixed numbers and improper fractions, and locate on a number line.
5.1.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
5.1.2.2	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
5.1.3.1	Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
5.1.3.2	Model addition and subtraction of fractions and decimals using a variety of representations.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
5.1.3.3	Estimate sums and differences of decimals and fractions to assess the reasonableness of results.
5.1.3.4	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.
5.3.2.2	Use various tools and strategies to measure the volume and surface area of objects that are shaped like rectangular prisms.
5.3.2.3	Understand that the volume of a three-dimensional figure can be found by counting the total number of same-size cubic units that fill a shape without gaps or overlaps. Use cubic units to label volume measurements.
5.2.1.1	Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems.
5.4.1.2	Create and analyze double-bar graphs and line graphs by applying understanding of whole numbers, fractions and decimals. Know how to create spreadsheet tables and graphs to display data.
5.2.1.2	Use a rule or table to represent ordered pairs of positive integers and graph these ordered pairs on a coordinate system.

0545200660   Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	**Scholastic Success With Math Tests: Grade 3**
3.1.1.1	Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.
3.1.1.5	Compare and order whole numbers up to 100,000.
3.1.3.1	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.
3.1.3.2	Understand that the size of a fractional part is relative to the size of the whole.
3.1.3.3	Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.
3.3.3.1	Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute.
3.3.3.2	Know relationships among units of time.
3.3.3.4	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.
3.4.1.1	Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.
3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.
3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.
3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences.
3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.

0545200652   Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	**Scholastic Success With Math Tests: Grade 4**
4.1.2.1	Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.
4.1.2.2	Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.
4.1.2.4	Read and write decimals with words and symbols; use place value to describe decimals in terms of thousands, hundreds, tens, ones, tenths, hundredths and thousandths.
4.1.2.6	Read and write tenths and hundredths in decimal and fraction notations using words and symbols; know the fraction and decimal equivalents for halves and fourths.
4.3.1.1	Describe, classify and sketch triangles, including equilateral, right, obtuse and acute triangles. Recognize triangles in various contexts.
4.3.1.2	Describe, classify and draw quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms and kites. Recognize quadrilaterals in various contexts.
4.3.2.1	Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
4.3.2.3	Understand that the area of a two-dimensional figure can be found by counting the total number of same size square units that cover a shape without gaps or overlaps. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.

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

Alignment ID	Alignment Text
4.3.2.4	Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.
4.3.3.2	Apply reflections (flips) to figures by reflecting over vertical or horizontal lines and relate reflections to lines of symmetry.
4.4.1.1	Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.
4.1.1.1	Demonstrate fluency with multiplication and division facts.
4.1.1.3	Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
4.1.1.4	Estimate products and quotients of multi-digit whole numbers by using rounding, benchmarks and place value to assess the reasonableness of results.
4.1.1.5	Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
4.1.1.6	Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
4.1.2.3	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.
4.2.2.1	Understand how to interpret number sentences involving multiplication, division and unknowns. Use real-world situations involving multiplication or division to represent number sentences.
4.2.2.2	Use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true.

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

Alignment ID	Alignment Text
0545200644	**Scholastic Success With Math Tests: Grade 5**
5.1.2.1	Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.
5.1.2.3	Order fractions and decimals, including mixed numbers and improper fractions, and locate on a number line.
5.1.2.5	Round numbers to the nearest 0.1, 0.01 and 0.001.
5.3.1.1	Describe and classify three-dimensional figures including cubes, prisms and pyramids by the number of edges, faces or vertices as well as the types of faces.
5.3.1.2	Recognize and draw a net for a three-dimensional figure.
5.3.2.2	Use various tools and strategies to measure the volume and surface area of objects that are shaped like rectangular prisms.
5.3.2.3	Understand that the volume of a three-dimensional figure can be found by counting the total number of same-size cubic units that fill a shape without gaps or overlaps. Use cubic units to label volume measurements.
5.4.1.2	Create and analyze double-bar graphs and line graphs by applying understanding of whole numbers, fractions and decimals. Know how to create spreadsheet tables and graphs to display data.
5.1.1.1	Divide multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms. Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal.

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

Alignment ID	Alignment Text
5.2.2.1	Apply the commutative, associative and distributive properties and order of operations to generate equivalent numerical expressions and to solve problems involving whole numbers.
5.1.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
5.1.2.2	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
5.1.3.1	Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
5.1.3.2	Model addition and subtraction of fractions and decimals using a variety of representations.
5.1.3.3	Estimate sums and differences of decimals and fractions to assess the reasonableness of results.
5.1.3.4	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.
5.2.1.2	Use a rule or table to represent ordered pairs of positive integers and graph these ordered pairs on a coordinate system.
5.2.3.1	Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.

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

Alignment ID	Alignment Text
5.4.1.1	Know and use the definitions of the mean, median and range of a set of data. Know how to use a spreadsheet to find the mean, median and range of a data set. Understand that the mean is a "leveling out" of data.

054520111X   Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	**Scholastic Success With Math Tests: Grade 6**
6.1.1.5	Factor whole numbers; express a whole number as a product of prime factors with exponents.
6.1.1.6	Determine greatest common factors and least common multiples. Use common factors and common multiples to calculate with fractions and find equivalent fractions.
6.2.2.1	Apply the associative, commutative and distributive properties and order of operations to generate equivalent expressions and to solve problems involving positive rational numbers.
6.3.1.1	Calculate the surface area and volume of prisms and use appropriate units, such as cm^2 and cm^3. Justify the formulas used. Justification may involve decomposition, nets or other models.
6.3.1.2	Calculate the area of quadrilaterals. Quadrilaterals include squares, rectangles, rhombuses, parallelograms, trapezoids and kites. When formulas are used, be able to explain why they are valid.
6.3.2.1	Solve problems using the relationships between the angles formed by intersecting lines.
6.3.3.1	Solve problems in various contexts involving conversion of weights, capacities, geometric measurements and times within measurement systems using appropriate units.
6.3.3.2	Estimate weights, capacities and geometric measurements using benchmarks in measurement systems with appropriate units.
6.1.1.1	Locate positive rational numbers on a number line and plot pairs of positive rational numbers on a coordinate grid.
6.1.1.3	Understand that percent represents parts out of 100 and ratios to 100.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
6.1.2.2	Apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts, including those involving mixtures and concentrations.
6.1.3.1	Multiply and divide decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
6.1.3.3	Calculate the percent of a number and determine what percent one number is of another number to solve problems in various contexts.
6.1.3.4	Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers.
6.2.3.1	Represent real-world or mathematical situations using equations and inequalities involving variables and positive rational numbers.
6.3.1.3	Estimate the perimeter and area of irregular figures on a grid when they cannot be decomposed into common figures and use correct units, such as cm and cm².

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

Alignment ID	Alignment Text
0545201039	**Scholastic Success With Reading Tests: Grade 3**
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RL.3.1.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.1.2.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.1.4.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
RL.3.1.5.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.3.2.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.2.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RI.3.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.2.5.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.2.6.6	Distinguish their own point of view from that of the author of a text.
RI.3.2.7.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.2.8.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.2.9.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.2.10.10.a	Self-select texts for personal enjoyment, interest, and academic tasks.
RF.3.3.0.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.3.0.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.3.10.4.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.10.4.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.10.5.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.10.5.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.3.10.6.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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

Alignment ID	Alignment Text
0545201101	**Scholastic Success With Reading Tests: Grade 4**
RL.4.1.5.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RL.4.1.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.1.2.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.1.3.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.1.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.1.7.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

SCHOLASTIC

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RI.4.2.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.2.3.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.2.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.2.5.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.
RI.4.2.7.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.2.8.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.2.9.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.4.2.10.10.a	Self-select texts for personal enjoyment, interest, and academic tasks.

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

Alignment ID	Alignment Text
RF.4.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.10.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.10.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.10.5.5.c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.10.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.10.5.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.10.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Alignment ID	Alignment Text
0545201098	**Scholastic Success With Reading Tests: Grade 5**
RL.5.1.3.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
L.5.10.3.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
W.5.6.2.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
RL.5.1.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RL.5.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1.2.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.1.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RL.5.1.7.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RI.5.2.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.2.3.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.2.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.2.6.6	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.2.7.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.2.8.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Alignment ID	Alignment Text
RI.5.2.9.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.2.10.10.a	Self-select texts for personal enjoyment, interest, and academic tasks.
RF.5.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.6.9.9.b	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
SL.5.8.2.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.8.3.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.
L.5.10.4.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.10.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.10.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.10.4.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.5.10.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.10.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

054520108X   Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	**Scholastic Success With Reading Tests: Grade 6**
RL.6.4.2.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.4.7.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RL.6.4.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.4.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RI.6.5.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.5.2.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

Alignment ID	Alignment Text
RI.6.5.3.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.5.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5.5.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.5.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.5.8.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.5.9.9	Compare and contrast one author's presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.5.10.10.a	Self-select texts for personal enjoyment, interest, and academic tasks.
L.6.11.4.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.11.4.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.11.5.5.a	Interpret figures of speech (e.g., personification) in context.

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

Alignment ID	Alignment Text
L.6.11.5.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RH.6.12.1.1	Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.
RH.6.12.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6.12.3.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).
RH.6.12.4.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6.12.5.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6.12.6.6	Identify aspects of a text that reveal an author's or creator's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts or ideas, use of color, formatting).
RH.6.12.7.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6.12.8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6.12.9.9	Analyze the relationship between a primary and secondary source on the same topic.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RST.6.13.1.1	Cite specific textual evidence to support analysis of science and technical texts.
RST.6.13.2.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
RST.6.13.3.3	Follow precisely a multistep procedure when carrying out experiments, designing solutions, taking measurements, or performing technical tasks.
RST.6.13.4.4	Determine the meaning of symbols, equations, graphical representations, tabular representations, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RST.6.13.5.5	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.
RST.6.13.6.6	Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text.
RST.6.13.7.7	Compare and 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, table, map).
RST.6.13.8.8	Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.
RST.6.13.9.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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

Alignment ID	Alignment Text
WHST.6.14.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research
L.6.11.4.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.11.5.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.11.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201071	**Scholastic Success With Grammar: Grade 1**
L.1.10.2.2.b	Use end punctuation for sentences.
SL.1.8.6.6	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
L.1.10.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.10.1.1.b	Use common, proper, and possessive nouns.
L.1.10.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.10.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.10.1.1.f	Use frequently occurring adjectives.
L.1.10.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.10.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.10.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).

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

Alignment ID	Alignment Text
L.1.10.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.10.5.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
RF.1.3.0.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.1.10.2.2.a	Capitalize dates and names of people.

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

Alignment ID	Alignment Text
0545201063	**Scholastic Success With Grammar: Grade 2**
L.2.10.2.2.a	Capitalize holidays, product names, and geographic names.
L.2.10.1.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.10.6.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.10.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
L.2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.10.5.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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

Alignment ID	Alignment Text
0545201055	**Scholastic Success With Grammar: Grade 3**
L.3.10.1.1.b	Form and use regular and irregular plural nouns.
L.3.10.1.1.f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.10.1.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.10.1.1.i	Produce simple, compound, and complex sentences.
L.3.10.2.2.d	Form and use possessives.
L.3.10.2.2.b	Use commas in addresses.
L.3.10.2.2.c	Use commas and quotation marks in dialogue.
L.3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.10.1.1.d	Form and use regular and irregular verbs.
L.3.10.1.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

0545201047   Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	**Scholastic Success With Grammar: Grade 4**
L.4.10.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.10.2.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.10.1.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.10.1.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.10.1.1.e	Form and use prepositional phrases.
L.4.10.2.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.10.1.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

0545201020   Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	**Scholastic Success With Grammar: Grade 5**
L.5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.10.1.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.10.1.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.10.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.
W.5.6.2.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
L.5.10.2.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.10.2.2.a	Use punctuation to separate items in a series.
L.5.10.2.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.10.2.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

0545200725   **Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**

Alignment ID	Alignment Text
0545200725	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4**
4.1.1.3	Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.
4.1.1.4	Estimate products and quotients of multi-digit whole numbers by using rounding, benchmarks and place value to assess the reasonableness of results.
4.1.1.5	Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
4.1.1.1	Demonstrate fluency with multiplication and division facts.
4.1.1.6	Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction.

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

Alignment ID	Alignment Text
0545201012	**Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 5**
5.1.2.2	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
5.1.3.1	Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
5.1.3.2	Model addition and subtraction of fractions and decimals using a variety of representations.
5.1.3.3	Estimate sums and differences of decimals and fractions to assess the reasonableness of results.
5.1.3.4	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.
5.2.2.1	Apply the commutative, associative and distributive properties and order of operations to generate equivalent numerical expressions and to solve problems involving whole numbers.
5.1.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

0545200989   Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID	Alignment Text
0545200989	**Scholastic Success With Addition & Subtraction: Grade 1**
1.1.2.1	Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.
1.2.2.1	Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.
1.2.2.4	Use addition or subtraction basic facts to represent a given problem situation using a number sentence.
1.1.1.1	Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.

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

Alignment ID	Alignment Text
0545200970	**Scholastic Success With Addition & Subtraction: Grade 2**
2.1.2.1	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.
2.1.2.2	Demonstrate fluency with basic addition facts and related subtraction facts.
2.1.1.2	Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.
2.1.1.1	Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
2.1.2.4	Use mental strategies and algorithms based on knowledge of place value to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.
2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.

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

Alignment ID	Alignment Text
0545200962	**Scholastic Success With Addition & Subtraction: Grade 3**
3.1.1.2	Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones.

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

Alignment ID	Alignment Text
0545200903	**Scholastic Success With Contemporary Manuscript: Grades K–1**
L.0.10.1.1.a	Print many upper- and lowercase letters.
L.1.10.1.1.a	Print all upper- and lowercase letters.

054520089X   **Scholastic Success With Fractions & Decimals: Grade 5**

Alignment ID	Alignment Text
054520089X	**Scholastic Success With Fractions & Decimals: Grade 5**
5.4.1.2	Create and analyze double-bar graphs and line graphs by applying understanding of whole numbers, fractions and decimals. Know how to create spreadsheet tables and graphs to display data.
5.1.2.4	Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts.
5.1.2.1	Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.
5.1.2.3	Order fractions and decimals, including mixed numbers and improper fractions, and locate on a number line.
5.1.2.5	Round numbers to the nearest 0.1, 0.01 and 0.001.
5.1.2.2	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
5.1.3.1	Add and subtract decimals and fractions, using efficient and generalizable procedures, including standard algorithms.
5.1.3.2	Model addition and subtraction of fractions and decimals using a variety of representations.
5.1.3.3	Estimate sums and differences of decimals and fractions to assess the reasonableness of results.
5.1.3.4	Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers, including those involving measurement, geometry and data.

Success With Workbooks State Standards

0545200881   Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	**Scholastic Success With Fractions: Grade 4**
4.4.1.1	Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.
4.1.2.1	Represent equivalent fractions using fraction models such as parts of a set, fraction circles, fraction strips, number lines and other manipulatives. Use the models to determine equivalent fractions.
4.1.2.2	Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.
4.1.2.3	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.
4.1.2.6	Read and write tenths and hundredths in decimal and fraction notations using words and symbols; know the fraction and decimal equivalents for halves and fourths.

0545200873   **Scholastic Success With Multiplication & Division: Grade 3**

Alignment ID	Alignment Text
0545200873	**Scholastic Success With Multiplication & Division: Grade 3**
3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences.
3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.
3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.
3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.
3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200865	**Scholastic Success With Multiplication Facts: Grades 3–4**
4.2.2.2	Use multiplication, division and unknowns to represent a given problem situation using a number sentence. Use number sense, properties of multiplication, and the relationship between multiplication and division to find values for the unknowns that make the number sentences true.
4.2.2.1	Understand how to interpret number sentences involving multiplication, division and unknowns. Use real-world situations involving multiplication or division to represent number sentences.
3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.
3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.
3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences.
3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.
4.1.1.1	Demonstrate fluency with multiplication and division facts.

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
K.3.1.1	Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres.
M9.5	Begins to describe the features (attributes) that define 2D and #D shapes, including sides and corners
9	Identify and name common shapes
K.1.1.4	Find a number that is 1 more or 1 less than a given number.
M4.3	Recognizes that a number can be used to represent a position in a sequence
K.2.1.1	Identify, create, complete, and extend simple patterns using shape, color, size, number, sounds and movements. Patterns may be repeating, growing or shrinking such as ABB, ABB, ABB or ●, ●●, ●●●.
M8.8	Uses words or pictures to describe a simple pattern
M8.9	Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)
6	Recognize and duplicate simple patterns
M2.3	Demonstrates and uses 1:1 correspondence with sets larger than four
12	Make comparisons between at least two groups of objects

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
K.1.1.1	Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence.
K.1.1.3	Count, with and without objects, forward and backward to at least 20.
K.1.2.1	Use objects and draw pictures to find the sums and differences of numbers between 0 and 10.
M3.5	Gives 5 or more items correctly and consistently when asked
M6.5	Understands that the quantity of a set of (more than 4) objects has been changed
1	Demonstrate increasing interest in and awareness of numbers and counting
K.1.1.2	Read, write, and represent whole numbers from 0 to at least 31. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives such as connecting cubes.
M1.14	Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects
M1.15	Recites number words aloud, backward, down from at least 10 without objects
M1.16	Is able to name the next number word for numbers up to 9

0545200849   Scholastic Success With Reading Comprehension: Grade 1

Alignment ID	Alignment Text
0545200849	**Scholastic Success With Reading Comprehension: Grade 1**
RL.1.1.2.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.2.2.2	Identify the main topic and retell key details of a text.
RI.1.2.7.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.2.8.8	Identify the reasons an author gives to support points in a text.
SL.1.8.1.1.e	Follow two-step oral directions.
L.1.10.5.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.10.5.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.1.10.5.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RF.1.3.0.4.c	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Alignment ID	Alignment Text
RL.1.1.4.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
RI.1.2.10.10	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

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

Alignment ID	Alignment Text
0545200830	**Scholastic Success With Reading Comprehension: Grade 2**
L.2.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
RI.2.2.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.2.8.8	Describe how reasons support specific points the author makes in a text.
SL.2.8.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.8.1.1.e	Follow two- and three-step oral directions.
L.2.10.5.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.10.3.3.a	Compare formal and informal uses of English.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
RF.2.3.0.4.c	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
RL.2.1.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.1.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.1.3.3	Describe how characters in a story respond to major events and challenges.
RL.2.1.4.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.1.5.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.1.6.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
RL.2.1.7.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.1.9.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.
RL.2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

0545200822   Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
0545200822	**Scholastic Success With Reading Comprehension: Grade 3**
RL.3.1.2.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RI.3.2.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
L.3.10.6.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
RL.3.1.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RI.3.2.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
SL.3.8.1.1.f	Follow multi-step oral directions.
RI.3.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

Alignment ID	Alignment Text
RF.3.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.10.5.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
RI.3.2.8.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RL.3.1.5.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RF.3.3.0.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

Alignment ID	Alignment Text
0545200814	**Scholastic Success With Reading Comprehension: Grade 4**
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.4.8.3.3	Identify the reasons and evidence a speaker provides to support particular points.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
RL.4.1.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RI.4.2.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RF.4.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.10.4.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.4.10.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
RL.4.1.9.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.
RI.4.2.5.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RL.4.1.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2.8.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.6.8.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
RI.4.2.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.1.2.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RI.4.2.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

0545200806   Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
0545200806	**Scholastic Success With Reading Comprehension: Grade 5**
RI.5.2.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.2.8.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
L.5.10.3.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.5.1.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI.5.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RF.5.3.0.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.5.10.4.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
L.5.10.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
RL.5.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

0545200792   Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	**Scholastic Success With Writing: Grade 1**
L.1.10.2.2.a	Capitalize dates and names of people.
L.1.10.2.2.b	Use end punctuation for sentences.
RF.1.3.0.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.1.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
SL.1.8.6.6	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
L.1.10.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.10.1.1.f	Use frequently occurring adjectives.
L.1.10.1.1.h	Use determiners (e.g., articles, demonstratives).
L.1.10.5.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
W.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

Alignment ID	Alignment Text
W.1.6.3.3	Write narratives and other creative texts 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.
RI.1.2.9.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
W.1.6.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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

Alignment ID	Alignment Text
0545200784	**Scholastic Success With Writing: Grade 2**
SL.2.8.6.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.2.10.1.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.10.6.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
L.2.10.1.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.10.1.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.10.5.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
RL.2.1.5.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.1.7.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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

Alignment ID	Alignment Text
W.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.2.6.3.3	Write narratives and other creative texts 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.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545200776	**Scholastic Success With Writing: Grade 3**
SL.3.8.6.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
W.3.6.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
L.3.10.1.1.i	Produce simple, compound, and complex sentences.
L.3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.10.1.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
W.3.6.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
L.3.10.2.2.c	Use commas and quotation marks in dialogue.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.3.6.2.2.b	Develop the topic with facts, definitions, and details.

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

Alignment ID	Alignment Text
0545200768	**Scholastic Success With Writing: Grade 4**
L.4.10.2.2.a	Use correct capitalization.
L.4.10.2.2.c	Use a comma before a coordinating conjunction in a compound sentence.
L.4.10.1.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
W.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.4.6.1.1.b	Provide reasons that are supported by facts and details.
W.4.6.1.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.6.1.1.d	Provide a concluding statement or section related to the opinion presented.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4.6.2.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.6.2.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

Alignment ID	Alignment Text
W.4.6.2.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.6.2.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.4.6.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
L.4.10.1.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.4.10.1.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.10.1.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.10.3.3.a	Choose words and phrases to convey ideas precisely.
L.4.10.3.3.b	Choose punctuation for effect.
L.4.10.5.5.a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
W.4.6.3.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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

Alignment ID	Alignment Text
W.4.6.3.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.6.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
L.4.10.2.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
W.4.6.5.5	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.6.10.10.a	Independently select writing topics and formats for personal, enjoyment interest, and academic tasks

054520075X   Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	**Scholastic Success With Writing: Grade 5**
W.5.6.3.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
L.5.10.2.2.a	Use punctuation to separate items in a series.
L.5.10.2.2.b	Use a comma to separate an introductory element from the rest of the sentence.
L.5.10.2.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
W.5.6.2.2.e	Provide a concluding statement or section related to the information or explanation presented.
W.5.6.3.3.e	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
W.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.5.6.2.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.6.3.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.5.6.1.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.6.1.1.b	Provide logically ordered reasons that are supported by facts and details.
W.5.6.1.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.5.6.1.1.d	Provide a concluding statement or section related to the opinion presented.
W.5.6.2.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.6.10.10.a	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Alignment ID	Alignment Text
W.5.6.2.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.6.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5	Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
W.5.6.5.5	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
W.5.6.3.3.b	Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
L.5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
RL.5.1.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
L.5.10.5.5.a	Interpret figurative language, including similes and metaphors, in context.

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

Alignment ID	Alignment Text
0545200733	**Scholastic Success With Traditional Manuscript: Grades K–1**
L.0.10.1.1.a	Print many upper- and lowercase letters.
L.1.10.1.1.a	Print all upper- and lowercase letters.

0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
RF.0.3.0.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.0.3.0.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L7.10	Points to words and attempts to read, or asks, "what does it say?"