

## Success With Workbooks State Standards

0545200946

**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

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

|            |  |
|------------|--|
| 4.5        | Begins to recognize letters of the alphabet  |
| RI.PK3.4   | Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).                     |
| RF.PK3.1.d | Recognize and name some letters in their first name.   |
| RF.PK3.1.e | Recognize that letters can be grouped to form words.   |
| RI.PK4.4   | Exhibit curiosity and interest about words in a variety of informational texts.                                      |
| RF.PK4.1.c | Understand that words are separated by spaces in print.  |
| RF.PK4.1.d | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                 |
| RF.PK4.1.e | Recognize words as a unit of print and understand that letters are grouped to form words.                            |
| RF.PK4.1.f | Differentiate letters from numbers.  |
| RF.PK4.1.g | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RI.4       | Exhibit curiosity and interest about words in a variety of informational texts.                                      |

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

RF.1.c

Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.

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RF.1.e

Recognize words as a unit of print and understand that letters are grouped to form words.

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RF.1.g

Understand that words are separated by spaces in print.

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## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200938</b> | <b>Scholastic Success With Basic Concepts</b>   |
| G.PK3.1           | With guidance and support, correctly name circles, squares and triangles.   |
| G.PK3.2           | With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).         |
| K.CC.4a           | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.               |
| K.CC.4b           | Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. |
| K.CC.4c           | Understand that each successive number name refers to a quantity that is one larger.  |
| CC.PK3.1          | With guidance and support, recite numbers 1 to 5 or beyond from memory.   |
| OA.PK3.1          | With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.   |
| CC.PK4.1          | With prompting and support, recite numbers 1 to 30 in the correct order.  |
| CC.PK4.2          | With prompting and support, recognize, name, and attempt writing numerals 0-20.   |
| CC.PK4.4.a        | Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.   |
| CC.PK4.4.b        | Match quantities and numerals 0-10.   |

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text   |
|--------------|--|
| CC.PK4.5.a   | Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.                           |
| OA.PK4.3     | With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials. |
| CC.3         | With guidance and support, attempt to count concrete objects and actions up to 3.  |
| OA.1         | With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.                                      |
| CC.1         | With prompting and support, recite numbers 1 to 30 in the correct order.   |
| CC.2         | With prompting and support, recognize, name, and attempt writing numerals 0 – 10.  |
| CC.3.a       | Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.                  |
| CC.3.b       | Match quantities and numerals 0 – 5.   |
| CC.4.a       | Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.                           |
| CC.PK3.5     | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.  |

## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text  |
|--------------|---|
| CC.PK4.3     | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.   |
| CC.PK4.6     | Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.   |
| CC.4         | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.  |
| CC.5         | Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.  |
| OA.PK3.4     | With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.). |
| OA.PK4.4     | With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects).                                       |
| OA.3.a       | Duplicate and extend simple patterns using concrete objects.  |
| 1.7          | Begins to identify the position of objects in a series (e.g., first, second, third, middle, next, last)   |
| CCR.R.3      | Analyze how and why individuals, events and ideas develop and interact over the course of a text.   |
| RL.9         | With guidance and support, recall a sequence of events in familiar stories.   |

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

MD.PK3.2

With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).

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MD.2

With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., big, bigger, long, longer, tall, taller, short, shorter).

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MD.PK4.1

With guidance and support, recognize measurable attributes of everyday objects such as length, weight and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

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MD.1

With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).

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G.PK4.3

With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

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G.3

With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

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4.1

Sorts and compares objects by size, length, weight, area, and temperature (e.g., bigger/smaller, hotter/colder, longer/shorter, more than/less than).

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L.PK3.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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L.PK4.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

L.PK4.5.c

Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).

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MD.PK3.1

With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).

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MD.PK4.3

With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

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G.PK4.1

With guidance and support, correctly name shapes.

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G.PK4.2

With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.

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MD.3

With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

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G.1

With guidance and support, correctly name shapes.

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G.2

With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

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CCR. L.5

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

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CCR.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

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## Success With Workbooks State Standards

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## Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text  |
|--------------|---|
| L.PK4.5.b    | Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). |
| RF.PK4.2.f   | Demonstrate awareness of the relationship between sounds and letters.   |
| RF.2.c       | Demonstrate awareness of the relationship between sounds and letters.   |
| 4.5          | Begins to recognize letters of the alphabet   |
| RI.PK3.4     | Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).  |
| RF.PK3.1.d   | Recognize and name some letters in their first name.  |
| RF.PK3.1.e   | Recognize that letters can be grouped to form words.  |
| RI.PK4.4     | Exhibit curiosity and interest about words in a variety of informational texts.   |
| RF.PK4.1.c   | Understand that words are separated by spaces in print.   |
| RF.PK4.1.d   | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.  |
| RF.PK4.1.e   | Recognize words as a unit of print and understand that letters are grouped to form words.   |
| RF.PK4.1.f   | Differentiate letters from numbers.   |



## Success With Workbooks State Standards

0545200938

## Scholastic Success With Basic Concepts

| Alignment ID | Alignment Text  |
|--------------|---|
| RF.PK4.1.g   | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.        |
| RI.4         | Exhibit curiosity and interest about words in a variety of informational texts.   |
| RF.1.c       | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                        |
| RF.1.e       | Recognize words as a unit of print and understand that letters are grouped to form words.                                   |
| RF.1.g       | Understand that words are separated by spaces in print.   |
| RF.PK3.2.a   | Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).                |
| RF.PK4.2.a   | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).  |
| RF.2.b       | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation). |
| 5.6          | Begins to differentiate reality from fantasy  |

Success With Workbooks State Standards

**054520092X**

**Scholastic Success With Beginning Vocabulary**

| Alignment ID      | Alignment Text   |
|-------------------|--|
| <b>054520092X</b> | <b>Scholastic Success With Beginning Vocabulary</b>  |
| RF.PK3.1.f        | Recognize some numbers.  |
| RF.PK4.1.f        | Differentiate letters from numbers.  |
| RF.1.c            | Recognize some numbers.  |
| RF.1.d            | Differentiate letters from numbers.  |
| 2.3               | Uses language to express actions   |
| SL.PK3.4          | With guidance and support, describe familiar people, places, things and events.  |
| SL.PK4.4          | With prompting and support, describe familiar people, places, things and events.   |
| 3.6               | Begins to notice ending phonemes/sounds (not graphemes/letters)  |
| RF.PK3.2.a        | Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).               |
| RF.PK3.2.d        | Recognize initial sound in first name.   |
| RF.PK4.2.a        | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation). |
| RF.PK4.2.d        | With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.                           |

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

| Alignment ID | Alignment Text  |
|--------------|---|
| RF.2.b       | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).                         |
| RF.2.e       | With prompting and support, isolate and pronounce the initial sounds in words.  |
| RF.2.f       | Demonstrate an awareness of ending sounds in words.   |
| CCR.R.3      | Analyze how and why individuals, events and ideas develop and interact over the course of a text.   |
| RL.9         | With guidance and support, recall a sequence of events in familiar stories.   |
| 5.6          | Begins to differentiate reality from fantasy  |
| L.PK4.5.b    | Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard). |
| CCR. L.5     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.L.5      | Demonstrate understanding of word relationships and nuances in word meanings.   |
| L.PK3.5.b    | With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.              |
| 4.1          | Recognizes local environmental print  |

## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

CCR. 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.

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RL.PK3.4.a

Increase vocabulary through conversations with adults and peers.

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RL.PK3.4.b

Identify real-world print (e.g., labels in the classroom, signs in the community).

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RF.PK3.3.c

Recognize own name and environmental print.

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L.PK3.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

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L.PK3.6

With guidance and support, use words and phrases appropriately that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.

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CCR.R.4

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

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CCR.L.6

Acquire and accurately use 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.

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RL.PK4.4.a

Develop new vocabulary from stories.

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## Success With Workbooks State Standards

054520092X

## Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

RL.PK4.4.b

Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community).

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RF.PK4.3.c

Recognize own name, environmental print and some common high-frequency sight words.

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L.PK4.5.a

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

---

L.PK4.5.c

Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).

---

L.PK4.6

With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations and/or from hearing a story.

---

RL.4.a

Develop new vocabulary from stories.

---

RL.4.b

Identify environmental print (e.g., word wall, class dictation).

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RF.3.b

Recognize own name, environmental print, and some common high-frequency sight words.

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Success With Workbooks State Standards

**0545201144**

**Scholastic Success With Consonants**

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545201144</b> | <b>Scholastic Success With Consonants</b>   |
| 3.2               | Begins to recognize rhyming words   |
| RF.PK3.2.a        | Explore rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).                |
| RF.PK4.2.a        | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry and conversation).  |
| RF.2.b            | Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation). |
| RF.PK3.1.d        | Recognize and name some letters in their first name.  |
| RF.PK4.1.d        | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                        |
| RF.PK4.1.f        | Differentiate letters from numbers.   |
| RF.1.c            | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                        |
| 3.5               | Begins to notice beginning phonemes/sounds (not graphemes/letters)  |
| 4.5               | Begins to recognize letters of the alphabet   |
| RI.PK3.4          | Exhibit curiosity about words in informational texts (e.g., magazines, books, classroom labels).                            |

## Success With Workbooks State Standards

0545201144

## Scholastic Success With Consonants

| Alignment ID | Alignment Text   |
|--------------|--|
| RF.PK3.1.e   | Recognize that letters can be grouped to form words.   |
| RF.PK3.2.d   | Recognize initial sound in first name.   |
| RF.PK3.3.a   | Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.                    |
| RI.PK4.4     | Exhibit curiosity and interest about words in a variety of informational texts.                                      |
| RF.PK4.1.c   | Understand that words are separated by spaces in print.  |
| RF.PK4.1.e   | Recognize words as a unit of print and understand that letters are grouped to form words.                            |
| RF.PK4.1.g   | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RF.PK4.2.d   | With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.                     |
| RF.PK4.2.f   | Demonstrate awareness of the relationship between sounds and letters.  |
| RF.PK4.3.a   | Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.                |
| RI.4         | Exhibit curiosity and interest about words in a variety of informational texts.                                      |
| RF.1.e       | Recognize words as a unit of print and understand that letters are grouped to form words.                            |
| RF.1.g       | Understand that words are separated by spaces in print.  |

## Success With Workbooks State Standards

**0545201144****Scholastic Success With Consonants**

Alignment ID

Alignment Text

RF.2.c

Demonstrate awareness of the relationship between sounds and letters.

RF.2.e

With prompting and support, isolate and pronounce the initial sounds in words.

RF.2.f

Demonstrate an awareness of ending sounds in words.



Success With Workbooks State Standards

**0545201136**

**Scholastic Success With Vowels**

Alignment ID

Alignment Text

**0545201136**

**Scholastic Success With Vowels**

|            |  |
|------------|--|
| 4.5        | Begins to recognize letters of the alphabet  |
| RF.PK3.1.d | Recognize and name some letters in their first name.   |
| RF.PK4.1.d | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                 |
| RF.PK4.1.f | Differentiate letters from numbers.  |
| RF.PK4.1.g | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RF.1.b     | Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named. |
| RF.1.c     | Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.                 |
| RF.PK3.1.e | Recognize that letters can be grouped to form words.   |
| RF.PK3.3.a | Explore one-to-one letter-sound correspondence by producing the primary sound of some consonants.                    |
| RF.PK4.1.c | Understand that words are separated by spaces in print.  |
| RF.PK4.1.e | Recognize words as a unit of print and understand that letters are grouped to form words.                            |

## Success With Workbooks State Standards

**0545201136****Scholastic Success With Vowels**

Alignment ID

Alignment Text

RF.PK4.2.f

Demonstrate awareness of the relationship between sounds and letters.

RF.PK4.3.a

Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

RF.1.e

Recognize words as a unit of print and understand that letters are grouped to form words.

RF.1.g

Understand that words are separated by spaces in print.

RF.2.c

Demonstrate awareness of the relationship between sounds and letters.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.MD.5a

Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1).

1.MD.5c

Count like U.S. coins up to the equivalent of a dollar.

1.MD.3a

Tell and write time in hours and half-hours using analog and digital clocks.

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.NBT.1a

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

2.NBT.1b

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

## Success With Workbooks State Standards

0545200695

**Scholastic Success With Math: Grade 3**

Alignment ID

Alignment Text

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

3.NBT.2

Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.

3.NF.3a

Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.NF.3b

Recognize and generate simple equivalent fractions, (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model.

3.NF.3c

Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

3.NF.3d

Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

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

4.NF.3b

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

4.NF.4c

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

4.NF.3a

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

4.NF.3d

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

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200679</b> | <b>Scholastic Success With Math: Grade 5</b>  |
| 5.NF.4a           | Interpret the product (   |
| 5.NF.5a           | Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  |
| 5.NF.5b           | Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence |
| 5.NBT.3a          | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .   |
| 5.NBT.3b          | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.  |
| 5.NF.4b           | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.                                     |

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200660</b> | <b>Scholastic Success With Math Tests: Grade 3</b>  |
| 3.NF.3b           | Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model.   |
| 3.NF.3c           | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.   |
| 3.NF.3d           | Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model. |
| 3.MD.5a           | A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.   |
| 3.MD.5b           | A plane figure which can be covered without gaps or overlaps by   |
| 3.MD.7d           | Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.  |
| 3.NBT.2           | Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.  |



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.NF.3a

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

4.NF.3d

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

0545200644

Scholastic Success With Math Tests: Grade 5

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200644</b> | <b>Scholastic Success With Math Tests: Grade 5</b>  |
| 5.NBT.3a          | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .   |
| 5.NBT.3b          | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.  |
| 5.MD.5a           | Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. |
| 5.NF.4b           | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.                                       |
| 5.MD.3a           | A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.  |
| 5.MD.3b           | A solid figure which can be packed without gaps or overlaps using   |
| 5.NF.4a           | Interpret the product (   |
| 5.NF.5a           | Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  |

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

Alignment ID

Alignment Text

5.NF.5b

Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

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Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>054520111X</b> | <b>Scholastic Success With Math Tests: Grade 6</b>  |
| 6.RP.3d           | Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.   |
| 6.NS.9b           | Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of integers by describing real-world contexts. |
| 6.NS.9c           | Understand subtraction of integers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two integers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.  |
| 6.RP.3a           | Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.   |
| 6.RP.3c           | Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.   |
| 6.NS.6b           | Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.  |
| 6.NS.6c           | Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.  |

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

6.SP.5c

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

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## Success With Workbooks State Standards

0545201039

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

Alignment ID

Alignment Text

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

|         |   |
|---------|---|
| CCR.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| CCR.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.   |
| CCR.L.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.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. |
| CCR.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.   |
| CCR.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.R.6 | Assess how point of view or purpose shapes the content and style of a text.   |

## Success With Workbooks State Standards

0545201039

## Scholastic Success With Reading Tests: Grade 3

| Alignment ID | Alignment Text  |
|--------------|---|
| CCR.R.9      | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.R.10     | Read and comprehend complex literary and informational texts independently and proficiently.  |
| CCR. L.3     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| CCR. 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.   |
| CCR. L.5     | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR. 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. |
| CCR.R.4      | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |

## Success With Workbooks State Standards

0545201101

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545201101</b> | <b>Scholastic Success With Reading Tests: Grade 4</b>   |
| CCR.L.3           | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| CCR.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.   |
| CCR.L.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.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. |
| CCR.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.   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.R.6           | Assess how point of view or purpose shapes the content and style of a text.   |



## Success With Workbooks State Standards

0545201101

## Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

CCR.R.9

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

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CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

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CCR. L.3

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

---

CCR. 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.

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CCR. L.5

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

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CCR. 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.

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RI.4.4c

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

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CCR.R.4

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

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## Success With Workbooks State Standards

0545201098

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

Alignment ID

Alignment Text

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

CCR.L.3

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

CCR.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.

CCR.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.

CCR.R.2

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

CCR.R.3

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

CCR.R.4

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

CCR.R.6

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

CCR.R.9

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

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

## Success With Workbooks State Standards

0545201098

## Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

CCR. L.3

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

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CCR. 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.

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CCR.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.

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CCR.L.5

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

---

CCR. 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.

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CCR. L.5

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

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>054520108X</b> | <b>Scholastic Success With Reading Tests: Grade 6</b>   |
| CCR.L.3           | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| CCR.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. |
| CCR.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.   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.R.4           | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| CCR.R.6           | Assess how point of view or purpose shapes the content and style of a text.   |
| CCR.R.9           | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.R.10          | Read and comprehend complex literary and informational texts independently and proficiently.  |

## Success With Workbooks State Standards

054520108X

## Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

CCR. L.3

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

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CCR. 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.

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CCR.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.

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CCR.L.5

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

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CCR. 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.

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CCR. L.5

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

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

|          |  |
|----------|--|
| CCR.L.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| CCR. L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| CCR.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCR. L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

Success With Workbooks State Standards

**0545201063**

**Scholastic Success With Grammar: Grade 2**

Alignment ID

Alignment Text

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**0545201063**

**Scholastic Success With Grammar: Grade 2**

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CCR.L.2

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

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CCR. L.2

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

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## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

CCR.L.2

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

CCR. L.2

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



## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.MD.5a

Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

## Success With Workbooks State Standards

0545200962

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

Alignment ID

Alignment Text

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

3.OA.8

Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Include problems with whole dollar amounts.

3.NBT.2

Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID

Alignment Text

**054520089X**

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

|          |   |
|----------|---|
| 5.NF.4b  | Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.                                     |
| 5.NF.4a  | Interpret the product (   |
| 5.NF.5a  | Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  |
| 5.NF.5b  | Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence |
| 5.NF.7b  | Interpret division of a whole number by a unit fraction, and compute such quotients.  |
| 5.NF.7c  | Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.   |
| 5.NBT.3a | Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .   |
| 5.NBT.3b | Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.  |

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

Alignment ID

Alignment Text

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

4.NF.4c

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

4.NF.3c

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

4.NF.3a

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

4.NF.3b

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

4.NF.3d

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

## Success With Workbooks State Standards

0545200873

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

Alignment ID

Alignment Text

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

3.MD.5a

A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.

3.MD.5b

A plane figure which can be covered without gaps or overlaps by

3.MD.7a

Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.7c

Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.NF.4a

Understand a fraction

4.NF.4b

Understand a multiple of

Success With Workbooks State Standards

**0545200857**

**Scholastic Success With Numbers & Concepts**

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200857</b> | <b>Scholastic Success With Numbers &amp; Concepts</b>   |
| G.PK3.1           | With guidance and support, correctly name circles, squares and triangles.   |
| G.PK3.2           | With guidance and support, recognize circles, squares and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).               |
| G.PK3.4           | With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).                       |
| G.PK4.1           | With guidance and support, correctly name shapes.   |
| G.PK4.2           | With guidance and support correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.                                      |
| G.PK4.4           | With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). |
| G.3               | With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).                                |
| G.1               | With guidance and support, correctly name shapes.   |
| G.2               | With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.   |
| G.4               | With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks). |

## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

| Alignment ID | Alignment Text  |
|--------------|---|
| CC.PK4.2     | With prompting and support, recognize, name, and attempt writing numerals 0-20.   |
| CC.PK4.1     | With prompting and support, recite numbers 1 to 30 in the correct order.  |
| OA.PK3.4     | With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping and patting.). |
| OA.PK4.4     | With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects).                                       |
| OA.3.a       | Duplicate and extend simple patterns using concrete objects.  |
| CC.PK3.5     | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.   |
| CC.PK4.3     | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.   |
| CC.PK4.6     | Use comparative language (e.g., more than, less than, equal to, same and different) to compare objects, using developmentally appropriate pre-kindergarten materials.   |
| CC.4         | With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.  |
| K.CC.4a      | When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.   |



## Success With Workbooks State Standards

0545200857

## Scholastic Success With Numbers &amp; Concepts

| Alignment ID | Alignment Text  |
|--------------|---|
| K.CC.4b      | Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. |
| K.CC.4c      | Understand that each successive number name refers to a quantity that is one larger.  |
| 1.2          | Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25  |
| 1.3          | Matches quantities and numerals for 1-5, then 6-9   |
| 1.4          | Counts with understanding and recognizes how many in sets of objects  |
| 1.8          | Begins to develop the ability to combine, separate, and name how many objects   |
| CC.PK4.4.a   | Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.   |
| CC.PK4.4.b   | Match quantities and numerals 0-10.   |
| CC.PK4.5.a   | Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.  |
| CC.3         | With guidance and support, attempt to count concrete objects and actions up to 3.   |
| CC.3.a       | Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.   |
| CC.3.b       | Match quantities and numerals 0 – 5.  |

## Success With Workbooks State Standards

**0545200857****Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

CC.4.a

Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

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CC.5

Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

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Success With Workbooks State Standards

0545200849

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200849</b> | <b>Scholastic Success With Reading Comprehension: Grade 1</b>   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.9           | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.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. |
| CCR. 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. |
| CCR.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.                     |

Success With Workbooks State Standards

0545200830

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200830</b> | <b>Scholastic Success With Reading Comprehension: Grade 2</b>   |
| CCR.L.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR. L.5          | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.9           | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.SL.3          | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.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. |
| CCR. 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. |
| CCR.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.                     |



Success With Workbooks State Standards

**0545200830**

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

Alignment ID

Alignment Text

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

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Success With Workbooks State Standards

0545200822

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200822</b> | <b>Scholastic Success With Reading Comprehension: Grade 3</b>   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.9           | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.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. |
| CCR.R.4           | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| CCR. 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. |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.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.   |

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

CCR. 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.

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CCR.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.

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Success With Workbooks State Standards

**0545200814**

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200814</b> | <b>Scholastic Success With Reading Comprehension: Grade 4</b>   |
| CCR.SL.3          | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  |
| CCR.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.   |
| CCR.L.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.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. |
| CCR.R.4           | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| CCR. 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.   |
| CCR. L.5          | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |



## Success With Workbooks State Standards

0545200814

## Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

CCR. 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.

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RI.4.4c

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

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CCR.R.3

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

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CCR.R.9

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

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CCR.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.

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CCR.R.2

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

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CCR.R.6

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

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Success With Workbooks State Standards

0545200806

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200806</b> | <b>Scholastic Success With Reading Comprehension: Grade 5</b>   |
| CCR.R.2           | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| CCR.R.9           | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| CCR.R.3           | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CCR.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. |
| CCR.L.5           | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |
| CCR.R.4           | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.                             |
| CCR. 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. |
| CCR. L.5          | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |

Success With Workbooks State Standards

**0545200806**

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

Alignment ID

Alignment Text

CCR.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.

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CCR.R.6

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

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## Success With Workbooks State Standards

0545200792

**Scholastic Success With Writing: Grade 1**

Alignment ID

Alignment Text

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

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|----------|--|
| CCR.L.2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CCR. L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| CCR.R.5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CCR.R.3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| CCR.W.3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |

Success With Workbooks State Standards

**0545200784**

**Scholastic Success With Writing: Grade 2**

Alignment ID

Alignment Text

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**0545200784**

**Scholastic Success With Writing: Grade 2**

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CCR.L.2

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

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CCR. L.2

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

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CCR.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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CCR.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID

Alignment Text

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**0545200776**

**Scholastic Success With Writing: Grade 3**

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CCR.L.2

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

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CCR. L.2

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

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CCR.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.

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CCR.W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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Success With Workbooks State Standards

**0545200768**

**Scholastic Success With Writing: Grade 4**

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545200768</b> | <b>Scholastic Success With Writing: Grade 4</b>   |
| CCR.L.1           | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CCR. L.1          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| CCR.W.3           | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| CCR.W.1           | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| CCR.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.              |
| CCR.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCR.L.2           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CCR. L.2          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CCR.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. |

**0545200768**

**Scholastic Success With Writing: Grade 4**

Alignment ID

Alignment Text

CCR.W.9

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

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Success With Workbooks State Standards

**054520075X**

**Scholastic Success With Writing: Grade 5**

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>054520075X</b> | <b>Scholastic Success With Writing: Grade 5</b>   |
| CCR.W.3           | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |
| CCR.L.2           | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CCR. L.2          | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| CCR.W.1           | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| CCR.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. |
| CCR.W.9           | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CCR.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.              |
| CCR.W.4           | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCR.W.5           | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |

## Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

RF.1.d

Differentiate letters from numbers.

## Success With Workbooks State Standards

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

| Alignment ID      | Alignment Text  |
|-------------------|---|
| <b>0545201128</b> | <b>Scholastic Success With Sight Words</b>  |
| RL.PK3.4.b        | Identify real-world print (e.g., labels in the classroom, signs in the community).                            |
| RF.PK3.3.c        | Recognize own name and environmental print.   |
| RL.PK4.4.b        | Identify real world print (e.g., word wall, class dictation, labels in classroom and signs in the community). |
| RF.PK4.3.c        | Recognize own name, environmental print and some common high-frequency sight words.                           |
| RL.4.b            | Identify environmental print (e.g., word wall, class dictation).  |
| RF.3.b            | Recognize own name, environmental print, and some common high-frequency sight words.                          |