

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

4.9	You may see the child begin to: identify some letters and make some letter-sound matches.
4.10	You may see the child begin to: sing the "alphabet" song.
4.15	A child can be supported by an adult who: provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
5.8	You may see the child begin to: exhibit writing conventions such as writing left to right and from top to bottom.
5.12	A child can be supported by an adult who: provides daily models of writing and discusses writing conventions (top to bottom, left to right, sound associations).
2.1.B.1	One-to-one correspondence
2.1.D	Identify upper and lower case letters
5.6.A	Use manuscript to write upper and lowercase letters and words

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
3.2.A	Using concrete models, visually identify and describe spheres, cubes, and cylinders.
3.2.B	Use three-dimensional shapes to identify spheres, cubes and cylinders in their environment.
1.9	A child can be supported by an adult who: offers hands-on opportunities to watch, play and interact with others to learn number vocabulary.
1.12	A child can be supported by an adult who: counts real things to help the child use personal experiences with objects to better understand numbers.
1.13	A child can be supported by an adult who: provides daily opportunities for the child to practice counting as opportunities naturally arise.
1.17	A child can be supported by an adult who: provides opportunities for the child to count, divide and/or share in everyday contexts (distributing snack, objects, or play dough to classmates or siblings).
2.9	A child can be supported by an adult who: provides opportunities for the child to create and share groupings from a variety of materials (collections from home, gatherings of natural materials from a walk).
2.13	A child can be supported by an adult who: provides a variety of objects and situations for working with 1:1 relationships (containers with lids, markers with caps, asking the child to pass out utensils, napkins, and cups for each person at snack/meal time).
4.4.A	Demonstrate equivalence with multiple representations (e.g., manipulatives, scales, coins).

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Scholastic Success With Basic Concepts

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5.13	A child can be supported by an adult who: talks about time and sequence during daily activities (we brush our teeth after breakfast, then go to school).
2.8.A	Know first and last event in a read aloud
1.5.A	Order and compare objects by length or weight using both direct and indirect methods.
4.14	A child can be supported by an adult who: uses and encourages the child to use language and physical gestures to demonstrate directional words (inside, outside, behind, in front, above, below, over, under, next to, near, far) with people and things in the environment.
4.13	A child can be supported by an adult who: intentionally points out print in the environment (billboards, store fronts, cereal boxes, grocery lists, games).
6.12	A child can be supported by an adult who: encourages the child to experiment with many different ways to solve problems. (e.g., "Is there another way to put this together?" or "Show me how you might solve this problem differently.")
4.4	You may see the child begin to: explore the size, shape, position, and movement of objects within their physical environment.
6.2	You may see the child begin to: attempt to understand similarities and differences between objects or events.
2.1.E	Identify letter/sound correspondence
2.11	You may see the child begin to: become interested in learning to read ("What's that letter?").

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
4.9	You may see the child begin to: identify some letters and make some letter-sound matches.
4.10	You may see the child begin to: sing the "alphabet" song.
4.15	A child can be supported by an adult who: provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
5.8	You may see the child begin to: exhibit writing conventions such as writing left to right and from top to bottom.
5.12	A child can be supported by an adult who: provides daily models of writing and discusses writing conventions (top to bottom, left to right, sound associations).
2.1.B.1	One-to-one correspondence
5.6.A	Use manuscript to write upper and lowercase letters and words
3.11	A child can be supported by an adult who: provides opportunities for the child to experiment and play with the sounds words make through songs, rhymes, nonsense words, alliterations and music.
3.12	A child can be supported by an adult who: when reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.
2.1.A.2	Phonemic identification
2.12.A	demonstrate an understanding of real and make believe

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0545200938**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

2.12.B

identify a story as real or make believe

3.3.B

Define real and make-believe

3.3.C

Recognize if events are real or make-believe

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
1.1	You may see the child begin to: understand positional words such as: in/on, same/different, top/bottom, over/under, on/off, middle, between, etc.
2.2.A	Read basic sight word list (of 25 words)
3.12	A child can be supported by an adult who: when reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.
2.1.A.2	Phonemic identification
2.1.C	Identify and make oral rhymes
2.8.A	Know first and last event in a read aloud
2.12.A	demonstrate an understanding of real and make believe
2.12.B	identify a story as real or make believe
3.3.B	Define real and make-believe
3.3.C	Recognize if events are real or make-believe
2.3.A	Use sight words correctly in oral sentences

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID

Alignment Text

4.13

A child can be supported by an adult who: intentionally points out print in the environment (billboards, store fronts, cereal boxes, grocery lists, games).

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
3.11	A child can be supported by an adult who: provides opportunities for the child to experiment and play with the sounds words make through songs, rhymes, nonsense words, alliterations and music.
3.12	A child can be supported by an adult who: when reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.
2.1.A.2	Phonemic identification
2.1.D	Identify upper and lower case letters
3.9	You may see the child begin to: recognize the same sounds in different words (/b/ is the same in ball, bat, and bed).
3.10	You may see the child begin to: play with sounds by using words starting with same sounds, use string of words beginning with same sound (tiptoe with Tim through the tulips), match words or items that begin with same sound.
3.13	A child can be supported by an adult who: draws attention to the sounds and syllables of spoken words through word play activities such as rhyming, focusing on beginning sounds of words (alliteration), blending sounds together to make words, and segmenting or pulling words apart into syllables and sounds.
4.9	You may see the child begin to: identify some letters and make some letter-sound matches.
4.10	You may see the child begin to: sing the "alphabet" song.

Success With Workbooks State Standards

0545201144**Scholastic Success With Consonants**

Alignment ID

Alignment Text

4.15	A child can be supported by an adult who: provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
2.1.B.1	One-to-one correspondence
2.1.E	Identify letter/sound correspondence
2.1.G	Uses common consonants with short vowels to decode three and four letter words

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
4.10	You may see the child begin to: sing the “alphabet” song.
4.15	A child can be supported by an adult who: provides opportunities to become familiar with letter names and sounds (such as magnetic letters on the refrigerator).
2.1.D	Identify upper and lower case letters
2.1.G	Uses common consonants with short vowels to decode three and four letter words
3.13	A child can be supported by an adult who: draws attention to the sounds and syllables of spoken words through word play activities such as rhyming, focusing on beginning sounds of words (alliteration), blending sounds together to make words, and segmenting or pulling words apart into syllables and sounds.
4.9	You may see the child begin to: identify some letters and make some letter-sound matches.
2.1.A.2	Phonemic identification
2.1.A.3	Phonemic blending
2.1.B.1	One-to-one correspondence
2.1.E	Identify letter/sound correspondence
2.1.F	Demonstrate letter sound blending

Success With Workbooks State Standards

0545201136**Scholastic Success With Vowels**

Alignment ID

Alignment Text

5.6.D

Represent one or more sounds in a word with one or more letters

5.6.F

Spell simple words phonetically

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
3.1.A	Compose and decompose figures using two-dimensional shapes and identify the attributes (e.g., build a hexagon using six equilateral triangles).
3.2.A	Use models to visually identify and describe rectangular prisms, pyramids and cones.
3.2.B	Use three-dimensional shapes to identify rectangular prisms, pyramids and cones in their environment.
4.5.A	Use models to describe how a pattern is changing (e.g., triangle, square, triangle; triangle, square, square, triangle; triangle, square, square, square, triangle).
4.3.B	Use number patterns to justify a number as even and odd numbers.
4.1.A	Identify and extend simple repeating (e.g., 4, a, 4, a, 4...) and growing (e.g., 3, 5, 7, 9...) number patterns.
4.4.B	Exchange coins to show equivalence using pennies, nickles, and dimes.
3.4.A	Estimate and measure the length of objects using non-standard units laid end-to-end (e.g., lay paper clips end-to-end and count how many using groups of tens and ones).
1.5.A	Identify hours on an analog clock.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	Scholastic Success With Math: Grade 2
1.1.B	Read, write, compare and order multi-digit whole numbers to 1000.
1.1.A	Identify relationships between the digits and their place value to 1000, including expanded form.
4.5.A	Describe and organize growth patterns to draw conclusions about quantitative change using daily life, scientific or cultural context, including those of Montana American Indians.
1.3.B	Use models, properties and place value strategies to illustrate up to three digit addition and subtraction problems, including invented strategies that come from contextual clues.
4.2.A	Use contextual information to create single-digit number and picture sentences using basic addition and subtraction facts.
1.5.A	Identify time to the nearest half and quarter hour on an analog clock.
1.1.C	Identify, combine and compare values of money in coins to \$1 and dollars to \$100, including \$1, \$5, \$10, and \$20.
3.4.B	Estimate and measure length of objects using centimeters and inches.
3.4.C	Select appropriate measurement tool and compare lengths to solve problems.
1.4.A	Model halves and quarters using money and time.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
1.3.A	Describe and use multiple representations for multiplication.
1.3.B	Use objects and number lines to show the partitive and measurement methods of division.
1.3.D	Create contextual multiplication and partitive and measurement division problems.
1.3.E	Use strategies and properties of operations to explain single-digit multiplication and division problems.
1.4.A	Represent fractions using an area model, and/or parts of a set model and locate points on a number line model.
1.4.B	Compare and order common fractions (i.e., tenths, fourths, thirds and halves) using models and strategies.
1.4.C	Use models to represent equivalent fractions.
1.2.C	Use an appropriate method to make change up to \$1.
1.5.A	Identify time to the nearest five minutes on an analog clock.
3.4.A	Estimate and measure linear attributes of objects using fractional parts in customary units.
4.4.A	Express equivalency of measures including time, length, and money.
3.2.B	Identify two-dimensional shapes within three-dimensional solids."

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
1.1.A	Represent, read, compare and order numbers to 100,000.
2.1.A	Collect, organize and represent data using a bar graph and stem-and-leaf plot.
2.2.A	Analyze frequency tables, bar graphs, pictographs, dot plots (line plots), and stem-and-leaf plots to solve problems and make decisions pertaining to daily life, science, and culture; including that of Montana American Indians.
1.2.A	Estimate sums, differences, products, and quotients when solving contextual problems.
1.2.C	Apply a successful strategy for multiplying whole numbers up to 3-digit factors by 2-digit factors with fluency and check reasonableness of the answer.
1.3.B	Use models, properties and place value strategies to illustrate and justify multiplication for three-digit factors by 2-digit factors with fluency and check reasonableness of the answer.
1.2.B	Recall basic multiplication facts to products up to 100 and related division facts.
1.2.D	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.
1.3.C	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.
1.4.A	Use models to identify equivalent symbolic representations of improper fractions and mixed numbers.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
1.4.D	Make connections using models, fraction notation, and decimal notation to represent equivalence.
1.4.C	Read and write decimal notation to 0.001 and explain the connection to the place value system.
3.4.B	Use meters, feet, and yards to estimate and to measure length of an object.
3.4.A	Label and select appropriate unit of measurement and measurement tools to determine the length of objects.
3.5.A	Make a logical argument for a square as the standard unit of measurement for area.
3.5.B	Select appropriate units, strategies and tools for solving problems that involve estimating or measuring area of common polygons.
3.1.A	Model and identify area as an attribute of a two-dimensional shape using concrete tools (e.g., manipulatives and grid paper).
3.3.B	Design and analyze simple tilings and tessellations within artistic and cultural contexts, including those of Montana American Indians."

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
1.4.A	Use models, place value, properties, and the relationship of division to multiplication to represent multi-digit division.
1.3.A	Determine and explain common factors and common multiples.
1.4.B	Divide multi-digit whole numbers, by 1 digit and 2 digit divisors fluently including invented strategies or standard algorithms.
1.4.D	Add and subtract fractions fluently with like and unlike denominators including contextual situations.
1.4.E	Add and subtract decimals fluently to the thousandths including contextual situations.
1.5.A	Estimate, measure and label length, capacity, and mass in relevant scientific and cultural situations, including those of Montana American Indians.
3.4.D	Make a logical argument for volume being the number of unit cubes required to fill a solid without gaps or overlaps.
3.4.A	Describe angle as a measure of rotation.
3.4.B	Estimate, measure, identify, and draw angles using the appropriate tools.
1.1.A	Compare and order fractions using area, set, and linear models.
1.1.B	Compare and order decimals using area and linear models.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.5.A	Develop and justify a formula for the area of a parallelogram and triangle.
3.5.B	Determine and justify the areas of complex shapes made from rectangles, parallelograms, and triangles.
2.2.A	Analyze double bar graphs and line graphs to solve problems within daily life, scientific, and cultural contexts including those of Montana American Indians.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
1.1.A	Represent, read, compare and order whole numbers to 10,000.
1.4.B	Compare and order common fractions (i.e., tenths, fourths, thirds and halves) using models and strategies.
1.4.C	Use models to represent equivalent fractions.
1.2.C	Use an appropriate method to make change up to \$1.
1.4.A	Represent fractions using an area model, and/or parts of a set model and locate points on a number line model.
1.5.A	Identify time to the nearest five minutes on an analog clock.
3.4.A	Estimate and measure linear attributes of objects using fractional parts in customary units.
1.2.B	Compute and solve addition and subtraction problems procedurally and contextually and check reasonableness of answer.
1.3.B	Use objects and number lines to show the partitive and measurement methods of division.
1.3.C	Use manipulatives to solve contextual multiplication and division problems.
1.3.D	Create contextual multiplication and partitive and measurement division problems.

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

1.3.E

Use strategies and properties of operations to explain single-digit multiplication and division problems.

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
2.1.A	Collect, organize and represent data using a bar graph and stem-and-leaf plot.
2.2.A	Analyze frequency tables, bar graphs, pictographs, dot plots (line plots), and stem-and-leaf plots to solve problems and make decisions pertaining to daily life, science, and culture; including that of Montana American Indians.
3.1.A	Model and identify area as an attribute of a two-dimensional shape using concrete tools (e.g., manipulatives and grid paper).
3.4.A	Label and select appropriate unit of measurement and measurement tools to determine the length of objects.
3.4.B	Use meters, feet, and yards to estimate and to measure length of an object.
3.5.A	Make a logical argument for a square as the standard unit of measurement for area.
3.5.B	Select appropriate units, strategies and tools for solving problems that involve estimating or measuring area of common polygons.
1.2.A	Estimate sums, differences, products, and quotients when solving contextual problems.
1.2.B	Recall basic multiplication facts to products up to 100 and related division facts.
1.2.C	Apply a successful strategy for multiplying whole numbers up to 3-digit factors by 2-digit factors with fluency and check reasonableness of the answer.

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

1.2.D	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.
1.3.B	Use models, properties and place value strategies to illustrate and justify multiplication for three-digit factors by 2-digit factors with fluency and check reasonableness of the answer.
1.3.C	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
1.3.A	Determine and explain common factors and common multiples.
1.1.A	Compare and order fractions using area, set, and linear models.
1.1.B	Compare and order decimals using area and linear models.
1.5.A	Estimate, measure and label length, capacity, and mass in relevant scientific and cultural situations, including those of Montana American Indians.
2.2.A	Analyze double bar graphs and line graphs to solve problems within daily life, scientific, and cultural contexts including those of Montana American Indians.
3.1.A	Describe, compare, and classify two-dimensional shapes, including regular and irregular polygons.
3.1.B	Describe polyhedrons by the number of edges, faces, and/or vertices as well as the types of faces.
3.2.A	Model and determine if a two-dimensional figure has rotational symmetry.
3.4.B	Estimate, measure, identify, and draw angles using the appropriate tools.
3.4.D	Make a logical argument for volume being the number of unit cubes required to fill a solid without gaps or overlaps.
3.4.E	Select appropriate units, strategies and tools for solving problems that involve estimating or measuring volume of rectangular prisms.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

3.5.A	Develop and justify a formula for the area of a parallelogram and triangle.
3.5.B	Determine and justify the areas of complex shapes made from rectangles, parallelograms, and triangles.
1.4.B	Divide multi-digit whole numbers, by 1 digit and 2 digit divisors fluently including invented strategies or standard algorithms.
1.4.D	Add and subtract fractions fluently with like and unlike denominators including contextual situations.
1.4.E	Add and subtract decimals fluently to the thousandths including contextual situations.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
054520111X	Scholastic Success With Math Tests: Grade 6
1.1.B	Convert between fractions and decimals in order to solve problems.
4.1.A	Describe patterns and relationships using words, tables, graphs, diagrams, and mathematical sentences.
4.4.A	Apply the commutative, associative, distributive properties and order of operations to show that two numeric expressions are equivalent.
1.5.A	Compare and convert units of measure within the same system of measurement, including length, capacity, mass and time; and label appropriately.
2.1.A	Use the appropriate representation of data collected from a variety of contexts (e.g., science, history, and culture, including those of Montana American Indians).
3.1.A	Describe and compare a variety of pyramids and prisms (e.g., pentagonal, hexagonal).
3.1.C	Draw orthogonal views of a three-dimensional block structure.
3.4.B	Solve for the unknown piece of information regarding areas of rectangles, parallelograms and triangles or volume of rectangular prisms.
1.4.A	Justify strategies for multiplying and dividing fractions, mixed numbers and decimals.
1.4.B	Multiply and divide fractions fluently.
1.4.C	Solve contextual problems using multiplication and division of fractions and decimals.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

2.2.A

Interpret and analyze one set of data using measures of center (median, mean, mode) and variability (maximum, minimum, range).

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**

2.4.B.5

Use of text and media feature

2.11.A.4

Table of contents

2.11.B

Use multiple text features to enhance comprehension

2.1.B

Use context clues to decode unknown words

2.1.C

Identify and know the meaning of the most common prefixes and suffixes (e.g. un, re, mis, pre, ful, less, tion, ly, able)

2.2.A

Use context clues to develop content specific vocabulary

2.2.B

Use the glossary to determine word meanings

2.2.C

Apply knowledge of prefixes, suffixes and roots to determine word meaning

2.4.A

Monitor for meaning and recognize when comprehension breaks down

2.4.B.4

Context clues

2.7.A

Generate questions based on information from the text

2.7.B

Use key words to locate information within the text

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

2.8.A

Identify main events and/or key concepts in the text (fiction and nonfiction)

2.9.A

Cite a main idea

2.9.B

Provide two or three supporting details

2.10.B

Identify relevant context clues in the text to make inferences

2.12.A.1

Poem

2.12.A.4

How to

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.1.C

Use context clues to decode words

2.2.A

Use context clues and word analysis to develop vocabulary

2.2.D

Use homonyms (homophones and homographs) to derive word meaning

2.2.E

Use affixes and roots to derive word meaning

2.4.A

Monitor for meaning and identify when comprehension breaks down

2.4.B.4

Context clues

2.4.B.5

Determine word meaning

2.7.A

locate key information from the text and use text features to answer questions

2.7.B

generate questions to clarify text

2.8.A

identify main events and/or key concepts from the text

2.9.A

identify multiple main ideas in a text

2.9.B

identify the details that support each main idea

2.10.B

make inferences based on context clues in the text

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0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
2.10.C	make inferences based on both prior knowledge and context clues
2.10.D	select information from the text that supports inferences
2.12.A	Identify the organizational structures of informational text: sequential, problem-solution, and cause-effect
2.12.B	Identify the organizational structures of various genres (e.g. poem, play, tall tale, legend, fairy tale, how-to, journals and traditional literature {including selections by and about Montana American Indians})
2.13.A.5	Main ideas
2.13.B	Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts
3.1.B	Summarize the plot of the story
3.6.A	Formulate responses to literature using personal experience and/or evidence from the text to justify responses
2.15.A.4	Vocabulary

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

2.4.C	Identify and use text features to aid comprehension (e.g. title, graphs, charts, maps, headings, subheadings, italics, boldfaced print, index, captions, illustrations, photographs, diagrams)
2.11.A	Identify and use text features to enhance comprehension (see 2.4)
2.2.C	Use reference sources (dictionary, thesaurus) to develop general and content specific vocabulary
3.3.A	Identify the characteristics of science fiction, traditional literature, historical fiction, poetry (limerick, quatrain)
2.2.A	Use context clues to develop general and content specific vocabulary
2.2.B	Use word parts (affixes and roots) to develop general and content specific vocabulary
2.4.A	Monitor for meaning and identify when comprehension breaks down
2.7.A	Locate key information from the text and text features (see 2.4) to answer questions
2.7.B	Generate literal questions to clarify text
2.8.A	Identify main events and/or key concepts
2.9.A	Identify multiple main ideas and/or key concepts in a text
2.9.B	Identify the details that support each main idea and/or key concept

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
2.9.C	Prioritize the supporting details in order of importance
2.10.A	Make inferences based on both prior knowledge and context clues
2.10.B	Select information from the text that supports inferences
2.10.C	Explain the context clues and prior knowledge used to develop the inference
2.12.A	Identify the organizational structures of informational text: sequential, problem-solution, cause-effect, spatial, and order of importance
2.12.B	Identify the organizational structures of various genres (e.g. poem, play, tall tale, legend, fairy tale, how-to, journals and traditional literature {including selections by and about Montana American Indians})
2.13.A.6	Main idea
2.13.B	Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts
2.14.B	Recognize author's purpose: entertain, inform, persuade
3.6.A	Express and justify personal responses to literature in increasingly complex texts
2.15.A	Identify reading strengths and weaknesses (e.g. fluency, word learning skills, lack of practice, vocabulary, comprehension)

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
054520108X	Scholastic Success With Reading Tests: Grade 6
2.4.D	Apply knowledge of text features to increase comprehension (e.g. title, graphs, charts, maps, headings, subheadings, italic, bold-faced print, index, captions, illustrations, photographs, diagrams)
2.11.A	Apply knowledge of text features to enhance comprehension (see 2.4)
2.12.B	Identify the organizational structures of various genres (poem, play, tall tale, legend, fairy tale, journal, how-to, traditional literature {including selections by and about Montana American Indians})
2.1.C	Use context to decode unknown words
2.2.B	Use word parts (affixes and roots) to develop general and content specific vocabulary
2.2.C	Use reference sources (dictionary, thesaurus) to develop general and content specific vocabulary
2.4.B	Determine the cause of the breakdown
2.7.A	locate key information from the text and text features (see 2.4) to answer questions
2.7.B	generate literal questions to clarify text
2.7.C	generate and answer inferential questions based on prior knowledge and text clues
2.8.A	Identify main events and/or key concepts
2.9.A	Identify multiple main ideas in a text

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
2.9.B	Identify the details that support each main idea
2.9.C	Prioritize the supporting details in order of importance
2.9.D	Apply knowledge of main ideas and supporting details to create a summary
2.10.A	Make inferences based on both prior knowledge and context clues
2.10.B	Select information from the text that supports inferences
2.10.C	Explain the context clues and prior knowledge used to develop the inference
2.12.A	Identify the organizational structures of informational text: sequential, problem-solution, cause-effect, order of importance, spatial
2.13.A.6	Main idea
2.13.B	Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts
2.14.B	Explain author's purpose: entertain, inform, persuade
2.15.A	Identify reading strengths and weaknesses (e.g., fluency, word learning skills, lack of practice, vocabulary, comprehension)
3.3.A	Identify the characteristics of newspaper articles, content specific texts, poetry (e.g., free verse, ballad)

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

3.6.A

Identify feelings and generate personal ideas as a result of engaging with text

2.2.A

Use context clues to determine word meaning

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B

Explore word relationships and nuances of meanings

5.5.C

Use a variety of descriptive words and phrases in writing

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.C

Write using basic but complete sentences

5.6.F

Use capital letters and correct ending punctuation in sentences

5.6.H

Write simple, complete sentences

2.1.E

Decode contractions and identify the two words from which they originate

5.6.D

Use apostrophes to form contractions

5.5.B

Expand word choice through the intentional use of nouns, verbs, and adjectives

5.6.G

Recognize and use nouns, verbs, pronouns and adjectives

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B

Write using complete sentences with varying lengths

5.6.G

Write complete sentences and paragraphs, with attention to agreement

5.6.E

Use commas in a series, in greetings and closings of letters, and in addresses

5.5.A

Expand word choice through the intentional use of nouns, verbs, adverbs, and adjectives

5.6.F

Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, and conjunctions

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B	Write fluently using complete sentences with varying lengths
5.6.G	Write complete sentences and paragraphs, with attention to agreement
5.5.A	Use appropriate vocabulary, concrete words and phrases, and sensory details.
5.6.D	Use quotation marks in dialogue
5.6.F	Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, prepositions and interjections

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B	Write using simple, compound, and complex sentences
5.6.D	Use appropriate punctuation in compound and complex sentences
5.3.A	Develop the topic with appropriate facts, definitions, concrete details, quotations or other information and examples related to the topic
5.5.A	Select powerful words and begin to use figurative language
5.6.E	Use commas, quotations marks, and apostrophes correctly

Success With Workbooks State Standards

0545200725

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

Alignment ID	Alignment Text
0545200725	Scholastic Success With Addition, Subtraction, Multiplication & Division: Grade 4
1.3.A	Use mental math strategies to solve multiplication problems.
1.2.A	Estimate sums, differences, products, and quotients when solving contextual problems.
1.2.C	Apply a successful strategy for multiplying whole numbers up to 3-digit factors by 2-digit factors with fluency and check reasonableness of the answer.
1.3.B	Use models, properties and place value strategies to illustrate and justify multiplication for three-digit factors by 2-digit factors with fluency and check reasonableness of the answer.
1.2.B	Recall basic multiplication facts to products up to 100 and related division facts.
1.2.D	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.
1.3.C	Use invented strategies, concrete materials, number lines, and contextual clues to divide 2-digit dividends by 1-digit divisors.

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**

1.4.C	Use models, place value or properties to represent addition and subtraction of fractions and decimals.
1.4.E	Add and subtract decimals fluently to the thousandths including contextual situations.
1.4.B	Divide multi-digit whole numbers, by 1 digit and 2 digit divisors fluently including invented strategies or standard algorithms.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.2.A	Use contextual information to create single-digit number and picture sentences using basic addition and subtraction facts.
1.3.B	Use models, properties and place value strategies to illustrate up to three digit addition and subtraction problems, including invented strategies that come from contextual clues.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.6.B

Transition to cursive letter formation

5.6.A

Practice cursive handwriting



Success With Workbooks State Standards

0545200903

Scholastic Success With Contemporary Manuscript: Grades K-1

Alignment ID

Alignment Text

0545200903

Scholastic Success With Contemporary Manuscript: Grades K-1

5.6.A

Use manuscript to write upper and lowercase letters and words

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**

1.3.A	Determine and explain common factors and common multiples.
1.1.A	Compare and order fractions using area, set, and linear models.
1.4.D	Add and subtract fractions fluently with like and unlike denominators including contextual situations.
1.1.B	Compare and order decimals using area and linear models.
1.4.E	Add and subtract decimals fluently to the thousandths including contextual situations.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.4.D	Make connections using models, fraction notation, and decimal notation to represent equivalence.
1.4.A	Use models to identify equivalent symbolic representations of improper fractions and mixed numbers.

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**

1.3.A	Describe and use multiple representations for multiplication.
1.3.B	Use objects and number lines to show the partitive and measurement methods of division.
1.3.D	Create contextual multiplication and partitive and measurement division problems.
1.3.E	Use strategies and properties of operations to explain single-digit multiplication and division problems.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.3.B	Use models to represent and justify the commutative and associative properties of multiplication.
4.3.A	Make a logical argument for one as the identity for multiplication.
1.2.B	Recall basic multiplication facts to products up to 100 and related division facts.
1.3.A	Use mental math strategies to solve multiplication problems.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
4.8	A child can be supported by an adult who: assists the child in identifying shapes in the environment (identifying traffic signs, examining a spider web).
4.11	A child can be supported by an adult who: encourages the child to explore materials, nature and the environment (two and three dimensional objects) through movement and hands-on experience.
3.1.A	Visually identify and describe squares, triangles, circles, and rectangles.
3.1.B	Use two-dimensional shapes to represent objects in their environment.
3.5	You may see the child begin to: recognize objects arranged in a series and begin to place objects in order through trial and error (patterning blocks, by using two long blocks, one short block, two long blocks, one short block).
3.8	A child can be supported by an adult who: helps the child recognize patterns in his/her environment (fabric patterns on clothing, number patterns on calendars).
3.10	A child can be supported by an adult who: encourages the child to create, identify, and describe patterns in objects, designs, pictures, movement activities, and recurring events (talking about daily routines, setting the table, singing songs with repetition like the 'Hokey Pokey').
3.11	A child can be supported by an adult who: provides opportunities for the child to create his/her own patterns for others to follow or extend using prompts (stringing beads and asking the child which bead comes next, or using finger plays such as five little pumpkins).

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

-
- 3.14 A child can be supported by an adult who: builds on the child’s understanding of a series by making changes and additions in materials (varying the number of blocks, sizes or shapes of blocks).
-
- 4.1.A Identify, duplicate, and extend simple repeating and growing (e.g., AB, ABB, ABBB...) patterns using models.
-
- 2.8 A child can be supported by an adult who: displays and discusses interesting collections (butterfly collections, pictures of the solar system).
-
- 2.9 A child can be supported by an adult who: provides opportunities for the child to create and share groupings from a variety of materials (collections from home, gatherings of natural materials from a walk).
-
- 4.4.A Demonstrate equivalence with multiple representations (e.g., manipulatives, scales, coins).
-
- 1.7 You may see the child begin to: recognize and match number symbols with the appropriate amounts (the number “7” corresponds to the amount of marks they made on a piece of paper).
-
- 1.12 A child can be supported by an adult who: counts real things to help the child use personal experiences with objects to better understand numbers.
-
- 1.13 A child can be supported by an adult who: provides daily opportunities for the child to practice counting as opportunities naturally arise.
-
- 1.17 A child can be supported by an adult who: provides opportunities for the child to count, divide and/or share in everyday contexts (distributing snack, objects, or play dough to classmates or siblings).
-
- 2.3 You may see the child begin to: count, sort, organize, and compare groups of objects.
-

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

2.7

A child can be supported by an adult who: engages in conversations with the child about quantity and comparisons as the child interacts with materials throughout the day. (“Find the two brown socks that go together.”).

2.12

A child can be supported by an adult who: provides opportunities for the child to guess the amount or size of something as he/she works to gain an understanding of concepts like more, less, bigger, and smaller.

2.13

A child can be supported by an adult who: provides a variety of objects and situations for working with 1:1 relationships (containers with lids, markers with caps, asking the child to pass out utensils, napkins, and cups for each person at snack/meal time).

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

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

2.9.A	Orally identify the main idea of a text
2.12.A	Identify a story as real or make believe
2.8.A	Identify time order words beginning, middle, end (last)
2.8.B	Sequence important events beginning, middle, end from read alouds and student read texts
2.12.B	Recall and sequence important events of a story
2.1.E	Sort words by initial sounds and ending sounds
2.6.A	Make predictions using cover and illustrations
2.6.B	Make predictions using prior knowledge
2.13.C	Compare and contrast characters and setting(s) within a story
2.4.B.3	Context clues
2.6.C	make predictions using text vocabulary
2.10.C	Make inferences based on illustrations and text
2.13.A	Identify characters in a story

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

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

2.9.A	State main idea of a story
4.3.A	Locate examples of facts in various media messages
2.12.B	List and sequence the steps to the solution
2.6.B	make predictions using information from the text
2.13.A	Compare characters within a single story
2.13.C	Contrast characters within a single story
2.10.B	Identify relevant context clues in the text
2.10.C	Use context clues to make inferences
2.12.D	Identify the basic cause and effect relationship in a text
3.1.A	Identify main characters
3.1.B	Identify supporting characters
3.1.C	Identify multiple settings (where)
3.1.E	Retell the main events in order

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

3.2.A

Create mental images to enhance the meaning of the story

3.2.B

Identify descriptive words and how they contribute to the meaning of the story

3.3.A

Identify the characteristics of fiction

3.3.C

Identify the characteristics of a play

3.4.A

Distinguish if a story takes place in the present or past (setting)

3.4.B

Recognize that literature is written about different historical periods

3.4.C

Recognize that literature is written about different cultures

3.5.A

Identify events in a story and categorize those that are similar and different from your own

3.6.A

Explain how the readers' feelings change as the story evolves

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

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

2.9.A	Cite a main idea
2.9.B	Provide two or three supporting details
2.12.B	Identify cause-effect and problem-solution relationships within the texts
3.1.C	Identify problem and solution of a story
2.8.B	Sequence a series of events and/or key concepts
2.12.A.4	How to
2.1.B	Use context clues to decode unknown words
2.2.A	Use context clues to develop content specific vocabulary
2.4.B.4	Context clues
2.10.B	Identify relevant context clues in the text to make inferences
2.6.A	Make predictions based on prior knowledge and text
2.6.B	Use text to revise predictions
2.4.A	Monitor for meaning and recognize when comprehension breaks down

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

Alignment ID

Alignment Text

2.12.A.6

Fiction

2.12.A.1

Poem

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
1.3.B	List main ideas and details from an oral message
2.1.C	Use context clues to decode words
2.2.A	Use context clues and word analysis to develop vocabulary
2.4.B.4	Context clues
2.4.B.5	Determine word meaning
2.4.A	Monitor for meaning and identify when comprehension breaks down
2.13.A.1	Character
RL.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 those by and about American Indians.
2.8.B	sequence and explain a series of events and/or key concepts from the text.
3.1.A	Identify multiple settings (where and when), main and supporting characters and multiple problems and solutions in a story
2.12.A	Identify the organizational structures of informational text: sequential, problem-solution, and cause-effect

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
2.10.A	make inferences about the text based on prior knowledge
2.10.B	make inferences based on context clues in the text
2.10.C	make inferences based on both prior knowledge and context clues
2.7.A	locate key information from the text and use text features to answer questions
2.8.A	identify main events and/or key concepts from the text
2.9.A	identify multiple main ideas in a text
2.9.B	identify the details that support each main idea
2.13.A.5	Main ideas
2.13.B	Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts
3.6.A	Formulate responses to literature using personal experience and/or evidence from the text to justify responses
3.1.B	Summarize the plot of the story
2.14.B.1	Entertain
2.14.B.2	Inform

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

2.14.B.3

Persuade

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

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

2.8.A	Identify main events and/or key concepts
2.9.A	Identify multiple main ideas and/or key concepts in a text
2.9.B	Identify the details that support each main idea and/or key concept
2.9.C	Prioritize the supporting details in order of importance
2.13.A.6	Main idea
2.13.B	Explain the similarities and differences of literary elements, organizational structures and main ideas within and across texts
2.8.B	Sequence the main events and/or key concepts using key words (signal words) in the text
2.8.C	Explain strategy used to sequence events
2.1.A	Decode increasingly difficult words using elements of phonics, word parts, and context clues
2.2.A	Use context clues to develop general and content specific vocabulary
2.4.A	Monitor for meaning and identify when comprehension breaks down
2.15.A	Identify reading strengths and weaknesses (e.g. fluency, word learning skills, lack of practice, vocabulary, comprehension)

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

2.6.A	Use prior knowledge to make predictions about text
2.6.C	Use text to confirm or revise predictions
2.10.A	Make inferences based on both prior knowledge and context clues
2.10.C	Explain the context clues and prior knowledge used to develop the inference
2.12.A	Identify the organizational structures of informational text: sequential, problem-solution, cause-effect, spatial, and order of importance
2.14.B	Recognize author's purpose: entertain, inform, persuade

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B

Explore word relationships and nuances of meanings

2.12.B

Recall and sequence important events of a story

5.4.A

Organize multiple sentences on one topic showing beginning, middle, and ending

5.4.B

Use temporal words to signal order of events

2.8.A

Identify time order words beginning, middle, end (last)

2.8.B

Sequence important events beginning, middle, end from read alouds and student read texts

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
5.5.C	Write using basic but complete sentences
5.6.H	Write simple, complete sentences
5.6.E	Use commas in greetings and closings of letters
5.5.B	Expand word choice through the intentional use of nouns, verbs, and adjectives
5.6.G	Recognize and use nouns, verbs, pronouns and adjectives
2.8.A	Identify and use ordinal number and time order words correctly (first, second, then, next, before)
2.8.B	Sequence selected events from a text
5.4.A	Organize multiple sentences on one topic showing a logical organizational structure
5.4.B	Use temporal words to signal order of events
3.1.C	Identify multiple settings (where)
3.4.A	Distinguish if a story takes place in the present or past (setting)
2.12.A	Identify the main problem of the story
5.6.F	Use capital letters and correct ending punctuation in sentences

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID

Alignment Text

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

5.8.B	Write opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms
5.5.B	Write using complete sentences with varying lengths
5.5.A	Expand word choice through the intentional use of nouns, verbs, adverbs, and adjectives
5.6.F	Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, and conjunctions
5.2.E	Write a sentence introducing the top
5.4.A	Organize multiple sentences on one topic showing a logical organizational structure
5.3.A	Determine appropriate supporting details for topics.
5.6.D	Use conventions to write sentences and paragraphs
5.6.G	Write complete sentences and paragraphs, with attention to agreement

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
5.6.E	Use commas in series, dialogue, greetings and closings of letter, addresses and dates
5.5.B	Write fluently using complete sentences with varying lengths
5.1.A	Identify each step used in the writing process
5.1.E	Revise written works based on feedback
5.2.E	Write topic sentence indicating purpose
5.4.B	Organize writing into multiple paragraphs demonstrating a logical progression of ideas
5.4.A	Organize writing with introductions and conclusions
5.3.A	Develop the topic with appropriate facts, definitions, concrete details, quotations or other information and examples related to the topic
5.1.C	Plan written works using prewriting strategies to create opinion/argument, informative/explanatory and narrative/creative texts
5.3.C	Provide reasons that are supported by facts and details
5.7.B	Identify the format, purpose, and audience in one's own writing
5.3.B	Use techniques such as dialogue and description to develop narrative writing

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
5.5.A	Use appropriate vocabulary, concrete words and phrases, and sensory details.
5.6.G	Write complete sentences and paragraphs, with attention to agreement
5.6.F	Recognize and use nouns, verbs, pronouns, adjectives, adverbs, articles, conjunctions, prepositions and interjections
3.2.B	Identify similes and simple metaphors and their use in text
3.2.D	Identify personification and its use in text
5.13.A	Use guided writing activities to clarify concepts and ideas
5.13.B	Use guided writing activities to reflect on learning
5.13.C	Use writing to reflect on personal experiences
5.6.D	Use quotation marks in dialogue
5.7.A	Write using various formats for a variety of purposes and audiences.
5.8.A	Identify writing according to forms/genres/mode
5.8.B	Write opinion/argument, informative/explanatory and narrative/creative texts in a variety of forms

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.5.B	Write using simple, compound, and complex sentences
5.6.D	Use appropriate punctuation in compound and complex sentences
5.8.C	Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences
5.13.A	Use guided writing activities to clarify and check comprehension of new concepts and ideas
5.13.B	Use writing activities to reflect on learning
5.3.A	Develop the topic with appropriate facts, definitions, concrete details, quotations or other information and examples related to the topic
5.3.C	Support opinions/arguments with appropriate reasons
5.2.B	Write a topic sentence indicating topic and purpose
5.6.G	Demonstrate correct use of paragraphing conventions
5.8.B	Write texts in a variety of forms/genres/mode
5.4.A	Group related information logically (e.g., headings, paragraphs)

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.9.A	Establish and maintain focus when writing extended works in a variety of forms and genres
2.14.C	Recognize point of view: first person, third person
5.1.A	Produce written opinion/argument, informative/explanatory and narrative/creative works using the steps of the writing process
5.3.B	Use a variety of techniques such as dialogue and description to develop narrative writing
5.6.E	Use commas, quotations marks, and apostrophes correctly
5.5.A	Select powerful words and begin to use figurative language
3.2.B	Determine how similes/metaphors enhance the meaning of the text
3.2.C	Determine how personification and onomatopoeia enhance the meaning of the text

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.6.B

Transition to cursive letter formation

5.6.A

Practice cursive handwriting

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**

5.6.A

Use manuscript to write upper and lowercase letters and words

Success With Workbooks State Standards

0545201128

Scholastic Success With Sight Words

Alignment ID

Alignment Text

0545201128

Scholastic Success With Sight Words

2.2.A

Read basic sight word list (of 25 words)

2.3.A

Use sight words correctly in oral sentences
