0545200946   Scholastic Success With Alphabet

Alignment ID	Alignment Text
0545200946	**Scholastic Success With Alphabet**
1.PK.3	Identify letters in own name.
WA.1.0.d	Hear that each letter has a different sound.
WA.1.0.f	Compare the same sounds of words and letters.
WA.1.0.g	Begin to know the names of letters if they see their formation.
WA.1.0.h	Recognize own name in print and the names of most letters in their own name.
WA.1.0.i	Explore letters through play (e.g., tracing letters or forming them with clay).
WA.1.0.l	Recognize some letters and words in books or the environment.
WA.1.0.9	While reading to or playing with children, talk about and identify select letters.
WA.1.0.12	Display the alphabet at children's eye level and point out letters when children seem interested or help them when attempting to find certain letters.
RS.2.0.a	Show an understanding of how books are organized.
RS.2.0.5	Explain how a book works, by pointing out title, author, illustrator, etc.
5.PK.4c	Attempt, with a model, to write the first letter of first name using the capital letter.

0545200946   **Scholastic Success With Alphabet**

Alignment ID	Alignment Text
EW.5.0.i	Recognize first letter in name and ask for assistance in writing or tracing letter.
EW.5.0.1	Display letters and words at eye level for children to see daily.
EW.5.0.4	Talk about letters and sounds when reading or writing with children.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	**Scholastic Success With Basic Concepts**
4.PK.1a	Identify circles, triangles, and squares.
4.PK.1b	Begin to recognize two and three dimensional shapes in the environment.
M.4.0.b	Identify circles, squares and triangles in signs or pictures around the classroom.
M.4.0.4	Provide opportunities for children to see many different shapes. If possible, add new shaped blocks to the block area.
M.4.0.7	Provide materials so that children will recognize the basic shapes.
M.4.0.9	Play shape bingo or I Spy with the shapes that can be found in the classroom.
M.4.0.10	Provide puzzles and manipulatives that include a variety of sizes of geometric shapes.
S.8.0.c	Explain words or directions for other children to understand.
1.PK.3a	Recognize and read numerals 0-5.
1.PK.3c	Match the number of objects in a set to the correct numeral 0 to 5.
1.PK.4a	Count to 10.
1.PK.4b	Count to 10 by demonstrating one to one correspondence using objects.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
1.PK.5	Use concrete objects to combine and separate groups up to 5.
M.1.0.a	Identify numbers and match number symbols 0 to 5.
M.1.0.e	Count familiar objects or manipulatives in the classroom.
M.1.0.f	Count each object once (e.g., one-to-one correspondence).
M.1.0.g	Identify and name numbers in signs or books.
M.1.0.h	Put red, yellow, and blue objects together and count them.
M.1.0.1	Consistently provide materials to promote counting.
M.1.0.2	Provide children with opportunities to match object with numbers.
M.1.0.3	Encourage children to experiment with counting.
M.1.0.4	Sing songs that encourage counting.
M.1.0.5	Model counting of objects.
M.1.0.6	Provide many opportunities throughout the day for counting concrete objects.
M.1.0.8	Play counting games.
M.1.0.9	Read books that feature counting or numbers.

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.1.0.10	Model the connection between a counting word/number and an object.
1.PK.3b	Estimate the number of objects in a set of 5 and verify by counting.
M.1.0.d	Identify the concepts of "more than, less than" when comparing two groups of objects.
M.1.0.7	Ask children to answer the question, "how many?" in relation to various concrete objects.
2.PK.3	Compare sets of objects. Determine which set has more or less.
M.5.0.1	Encourage children to use descriptive words.
2.PK.2	Recognize and replicate simple patterns (e.g., ABAB).
M.2.0.e	Identify patterns that repeat themselves (e.g. red, orange, red, orange).
M.2.0.g	Predict what comes next when shown a simple AB pattern.
M.2.0.2	Read books to children containing pattern relationships.
M.2.0.7	Hang or display charts or other posters with recognizable patterns around the room.
M.2.0.9	Encourage children to explore patterns, textures, shapes and graphs in problem-solving situations and activities.
LT.3.0.a	Place pictures from a story in the correct order.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.1.0.b	Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.
M.3.0.g	Understand the sequence of the daily events and know what will happen next.
M.3.0.h	Describe the sequence of activities when going outside to play.
M.3.0.4	Talk about time and sequence during daily scheduled events.
M.3.0.9	Follow a consistent but flexible schedule, so that children will learn about the daily sequence of events.
M.2.0.a	Sort toys by size, color, shape or category.
M.2.0.f	Repeat a pattern according to color, size, shape, etc., while using manipulatives or stringing beads.
M.3.0.a	Sort toys from smallest to largest.
M.3.0.8	Model descriptive words to express amount and size to children during the daily events.
M.3.0.10	Provide materials that include three sizes of the same object so that children can explore the differences (e.g., measuring cups, spoons).
4.PK.2	Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).
M.4.0.d	Use objects in the class to show positions (e.g. cars on top of, off, inside, below, beside the blocks).
M.4.0.e	Understand the concepts of under, over, beside, between, outside, next to, etc.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
M.4.0.f	Follow a path or move through an obstacle course.
M.4.0.6	Use positional words with an object such as outside, inside, in front, behind, under, above, beside and on top of to play games with children in the classroom.
M.4.0.8	Model language to indicate directions, positions, distances, and sense of order.
M.4.0.3	Encourage the children to describe the differences between a pair of shapes. Write down what the children share and post it on shape posters.
1.PK.4	Recognize environmental print and symbols.
WA.1.0.j	Begin to recognize environment signs (e.g., STOP, EXIT).
WA.1.0.k	Recognize product logos (e.g., Legos and Barbie).
WA.1.0.m	Ask for help with a word in the environment.
WA.1.0.1	During dramatic play, art, music, book reading, large motor, or sensory play activities, teachers can call attention to letter sounds in words.
WA.1.0.5	Create environments that include a diverse variety of books, labels, signs, and charts.
WA.1.0.6	Provide children with many examples of print in games, activities, books, or centers throughout room.
WA.1.0.8	Label objects in room.

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
2.PK.1	Sort objects by similar attributes (e.g., size, shape, and color).
M.2.0.b	Match items that are similar (e.g., sort cars from small trucks).
M.2.0.c	Match objects such as pictures of adult animals with their babies.
M.2.0.h	Sort a group of objects more than one way.
M.2.0.1	Provide real objects for children to sort, count and pattern with in the classroom.
M.3.0.7	Encourage discussions with children about similarities and differences between objects.
RS.2.0.i	Identify familiar objects in pictures.
WA.1.0.2	Allow time for children to play with sounds through singing, rhyming, developing nonsense words, and interacting to music.
1.PK.3	Identify letters in own name.
WA.1.0.d	Hear that each letter has a different sound.
WA.1.0.f	Compare the same sounds of words and letters.
WA.1.0.g	Begin to know the names of letters if they see their formation.
WA.1.0.h	Recognize own name in print and the names of most letters in their own name.

SCHOLASTIC

Success With Workbooks State Standards

0545200938   **Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
WA.1.0.i	Explore letters through play (e.g., tracing letters or forming them with clay).
WA.1.0.l	Recognize some letters and words in books or the environment.
WA.1.0.9	While reading to or playing with children, talk about and identify select letters.
WA.1.0.12	Display the alphabet at children's eye level and point out letters when children seem interested or help them when attempting to find certain letters.
RS.2.0.a	Show an understanding of how books are organized.
RS.2.0.5	Explain how a book works, by pointing out title, author, illustrator, etc.
5.PK.4c	Attempt, with a model, to write the first letter of first name using the capital letter.
EW.5.0.i	Recognize first letter in name and ask for assistance in writing or tracing letter.
EW.5.0.1	Display letters and words at eye level for children to see daily.
EW.5.0.4	Talk about letters and sounds when reading or writing with children.
1.PK.1	Identify words that rhyme.
WA.1.0.b	Repeat words that rhyme.
WA.1.0.c	Try to create words that rhyme together or create nonsense words.

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	**Scholastic Success With Beginning Vocabulary**
WA.1.0.2	Allow time for children to play with sounds through singing, rhyming, developing nonsense words, and interacting to music.
RS.2.0.i	Identify familiar objects in pictures.
LT.3.0.3	Encourage children to remember experiences and describe events in books or their personal lives.
S.8.0.c	Explain words or directions for other children to understand.
1.PK.1	Identify words that rhyme.
1.PK.2	Identify the beginning sound of own name.
WA.1.0.a	Play with sounds in words.
WA.1.0.b	Repeat words that rhyme.
WA.1.0.c	Try to create words that rhyme together or create nonsense words.
WA.1.0.e	Focus on beginning sounds in familiar words.
WA.1.0.3	Encourage children to imitate the beginning sounds of words.
WA.1.0.4	Play "I Spy…" game by asking children to "spy something that begins with M like Michael."

Success With Workbooks State Standards

054520092X   **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
LT.3.0.a	Place pictures from a story in the correct order.
LS.7.0.5	Use storytelling to encourage the use of new and interesting words.
8.PK.2	Use and expand vocabulary to describe feelings, experiences, observations and ideas.
S.8.0.3	Use new words frequently during play or other interactions.
S.8.0.23	Share children's thoughts about experiences using new words and help them share these stories with families.
1.PK.4	Recognize environmental print and symbols.
EW.5.0.1	Display letters and words at eye level for children to see daily.
S.8.0.h	Experiment with and learn new words.
S.8.0.4	Positively reinforce children's new word usage.
WA.1.0.l	Recognize some letters and words in books or the environment.

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
0545201144	**Scholastic Success With Consonants**
1.PK.1	Identify words that rhyme.
WA.1.0.b	Repeat words that rhyme.
WA.1.0.c	Try to create words that rhyme together or create nonsense words.
1.PK.3	Identify letters in own name.
WA.1.0.h	Recognize own name in print and the names of most letters in their own name.
1.PK.2	Identify the beginning sound of own name.
WA.1.0.a	Play with sounds in words.
WA.1.0.d	Hear that each letter has a different sound.
WA.1.0.e	Focus on beginning sounds in familiar words.
WA.1.0.f	Compare the same sounds of words and letters.
WA.1.0.g	Begin to know the names of letters if they see their formation.
WA.1.0.i	Explore letters through play (e.g., tracing letters or forming them with clay).
WA.1.0.l	Recognize some letters and words in books or the environment.

Success With Workbooks State Standards

0545201144   **Scholastic Success With Consonants**

Alignment ID	Alignment Text
WA.1.0.3	Encourage children to imitate the beginning sounds of words.
WA.1.0.4	Play "I Spy…" game by asking children to "spy something that begins with M like Michael."
WA.1.0.9	While reading to or playing with children, talk about and identify select letters.
WA.1.0.12	Display the alphabet at children's eye level and point out letters when children seem interested or help them when attempting to find certain letters.
RS.2.0.a	Show an understanding of how books are organized.
RS.2.0.5	Explain how a book works, by pointing out title, author, illustrator, etc.
EW.5.0.4	Talk about letters and sounds when reading or writing with children.

0545201136   Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	**Scholastic Success With Vowels**
1.PK.3	Identify letters in own name.
WA.1.0.g	Begin to know the names of letters if they see their formation.
WA.1.0.h	Recognize own name in print and the names of most letters in their own name.
WA.1.0.i	Explore letters through play (e.g., tracing letters or forming them with clay).
WA.1.0.l	Recognize some letters and words in books or the environment.
WA.1.0.9	While reading to or playing with children, talk about and identify select letters.
WA.1.0.12	Display the alphabet at children's eye level and point out letters when children seem interested or help them when attempting to find certain letters.
WA.1.0.d	Hear that each letter has a different sound.
WA.1.0.f	Compare the same sounds of words and letters.
EW.5.0.4	Talk about letters and sounds when reading or writing with children.

Success With Workbooks State Standards

0545200857   Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	**Scholastic Success With Numbers & Concepts**
4.PK.1a	Identify circles, triangles, and squares.
4.PK.1b	Begin to recognize two and three dimensional shapes in the environment.
M.4.0.b	Identify circles, squares and triangles in signs or pictures around the classroom.
M.4.0.1	Provide clay or play dough for children to create different shapes.
M.4.0.2	Reinforce the use of shapes in the classroom by playing games, singing songs, and reading books about shapes.
M.4.0.4	Provide opportunities for children to see many different shapes. If possible, add new shaped blocks to the block area.
M.4.0.7	Provide materials so that children will recognize the basic shapes.
M.4.0.9	Play shape bingo or I Spy with the shapes that can be found in the classroom.
M.4.0.10	Provide puzzles and manipulatives that include a variety of sizes of geometric shapes.
1.PK.3a	Recognize and read numerals 0-5.
2.PK.2	Recognize and replicate simple patterns (e.g., ABAB).
M.2.0.e	Identify patterns that repeat themselves (e.g. red, orange, red, orange).

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
M.2.0.f	Repeat a pattern according to color, size, shape, etc., while using manipulatives or stringing beads.
M.2.0.g	Predict what comes next when shown a simple AB pattern.
M.2.0.2	Read books to children containing pattern relationships.
M.2.0.6	Sing songs that have repeating patterns that children can easily identify.
M.2.0.7	Hang or display charts or other posters with recognizable patterns around the room.
M.2.0.9	Encourage children to explore patterns, textures, shapes and graphs in problem-solving situations and activities.
M.1.0.d	Identify the concepts of "more than, less than" when comparing two groups of objects.
2.PK.3	Compare sets of objects. Determine which set has more or less.
1.PK.3b	Estimate the number of objects in a set of 5 and verify by counting.
1.PK.3c	Match the number of objects in a set to the correct numeral 0 to 5.
1.PK.4a	Count to 10.
1.PK.4b	Count to 10 by demonstrating one to one correspondence using objects.
M.1.0.f	Count each object once (e.g., one-to-one correspondence).

SCHOLASTIC

Success With Workbooks State Standards

0545200857   **Scholastic Success With Numbers & Concepts**

Alignment ID	Alignment Text
M.1.0.1	Consistently provide materials to promote counting.
M.1.0.2	Provide children with opportunities to match object with numbers.
M.1.0.3	Encourage children to experiment with counting.
M.1.0.4	Sing songs that encourage counting.
M.1.0.5	Model counting of objects.
M.1.0.6	Provide many opportunities throughout the day for counting concrete objects.
M.1.0.7	Ask children to answer the question, "how many?" in relation to various concrete objects.
M.1.0.8	Play counting games.
M.1.0.9	Read books that feature counting or numbers.
M.2.0.1	Provide real objects for children to sort, count and pattern with in the classroom.
M.3.0.8	Model descriptive words to express amount and size to children during the daily events.
M.1.0.10	Model the connection between a counting word/number and an object.

0545201128   **Scholastic Success With Sight Words**

Alignment ID	Alignment Text
0545201128	**Scholastic Success With Sight Words**
WA.1.0.l	Recognize some letters and words in books or the environment.