

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

PK.2.PC.1	Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.
K.2.PC.1	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PWS.1	Students will name all uppercase and lowercase letters.
K.2.PWS.2	Students will sequence the letters of the alphabet.
R.1.6	Distinguish letters from words.
R.1.7	Recognize and name all capital and lowercase letters of the alphabet.
W.3.6.b	Begin using upper and lower case letters.

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

2.3.8	Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
2.6.2	Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
2.6.4	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
L.3.D.1	Identifies letters, words and signs in the environment.
L.6.B.1	Identifies some letters of the alphabet in random order.
L.6.B.2	Recognizes that letters are different from words.
L.6.D.1	Identifies and picks out the letters in his or her name from an alphabet chart.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
PK.GM.1.1	Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.
K.GM.1.1	Recognize squares, circles, triangles, and rectangles.
K.GM.1.4	Use smaller shapes to form a larger shape when there is an outline to follow.
K.GM.1.6	Use basic shapes and spatial reasoning to represent objects in the real world.
PK.N.1.1	Count aloud forward in sequence by 1s to 20.
PK.N.1.2	Recognize and name written numerals 0-10.
PK.N.1.3	Recognize that zero represents the count of no objects.
PK.N.2.3	Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set.
K.N.1.5	Count forward, with and without objects, from any given number up to 10.
K.N.1.6	Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.
2.A.1	Begins to recognize numerals.
2.A.2	Puts two objects by the number two, three objects by the number three and so forth.

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
2.B.1	Counts objects in a one-to-one correspondence.
2.C.1	Counts from one to ten.
2.D.1	Counts objects from one through five.
2.E.1	Creates a set of five objects by counting them out.
2.F.1	Names numerals one through five.
2.G.1	Name "how many" are in a group of up to five (or more) objects.
PK.N.2.1	Identify the number of objects, up to 10, in a row or column.
PK.N.2.2	Use one-to-one correspondence in counting objects and matching groups of objects.
PK.N.2.4	Count up to 5 items in a scattered configuration; not in a row or column.
PK.N.3.1	Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.
K.N.1.7	Find a number that is 1 more or 1 less than a given number up to 10.
K.N.1.8	Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.
K.GM.2.4	Compare the number of objects needed to fill two different containers.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
5.A.1	Comparing groups, counts the number of items in each group to determine if there are more, less or the same (equivalent sets).
6.1	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
PK.A.1.2	Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.
K.A.1.2	Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.
K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.
K.N.1.3	Use ordinal numbers to represent the position of an object in a sequence up to 10.
R.7.2.a	Place events in sequential order by telling the beginning, middle and ending.
2.8.3	Remembers and articulates some sequences of events.
2.A.3	Compares and recognizes items that are more, less or the same in size.
K.GM.2.2	Order up to 6 objects using measurable attributes, such as length and weight.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
4.1.d	Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).
PK.A.1.1	Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.
3.A.2	Groups objects according to their shape and size.
4.B.2	Can identify which object is the longest, shortest, biggest, or smallest.
3.B.1	Uses words that indicate where things are in space (e.g., "beside," "inside," "over," "under," etc.).
PK.GM.2.1	Identify measurable attributes of objects. Describe them as little, big, long, short, tall, heavy, light, or other age appropriate vocabulary.
PK.GM.2.2	Directly compare two objects with a common measurable attribute using words such as longer/shorter; heavier/lighter; or taller/shorter.
K.GM.1.3	Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably.
5.C.1	Describes the characteristics of objects that are similar (i.e., they both have round edges and are red) and different (this one is soft and that one is prickly).
PK.2.PC.2	Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
K.2.PC.2	Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
2.3.4	Shows increasing awareness of print in classroom, home and community settings.
2.3.6	Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
L.3.F.1	Understands certain, signs, labels, and print forms have certain meanings. For example: a stop sign means stop, a child's name on a cubby means the cubby belongs to the child and the name on the front of an envelope means the letter inside is to that person.
PK.4.R.3	Students will name and sort familiar objects into categories based on common attributes with guidance and support.
PK.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.
K.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.
PK.GM.2.3	Sort objects into sets by one or more attributes.
K.A.1.1	Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
K.GM.1.2	Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.
K.GM.2.1	Use words to compare objects according to length, size, weight, position, and location.
1.A.2	Describes or recognizes similarities and differences between objects.
3.A.1	Names and describes shapes in the environment.
4.B.1	Begins to order, compare and describe objects.
PK.2.PA.6	Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at = cat).
R.6.1	Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
2.6.3	Begins to recognize the sound association for some letters.
PK.2.PC.1	Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.
K.2.PC.1	Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PWS.1	Students will name all uppercase and lowercase letters.
K.2.PWS.2	Students will sequence the letters of the alphabet.
R.1.6	Distinguish letters from words.
R.1.7	Recognize and name all capital and lowercase letters of the alphabet.
W.3.6.b	Begin using upper and lower case letters.
2.6.2	Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
2.6.4	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
L.3.D.1	Identifies letters, words and signs in the environment.
L.6.B.1	Identifies some letters of the alphabet in random order.

0545200938**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

L.6.B.2

Recognizes that letters are different from words.

L.6.D.1

Identifies and picks out the letters in his or her name from an alphabet chart.

PK.2.PA.2

Students will recognize spoken words that rhyme.

K.2.PA.2

Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.

R.2.1

Identify and produce simple rhyming pairs.

L.4.A.1

Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems.

Success With Workbooks State Standards

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
PK.2.PA.6	Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at = cat).
R.6.1	Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
2.7.2	Understands and follows oral directions (e.g., use of position words: under, above, through).
PK.1.W.1	Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.
K.1.W.1	Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.
R.7.1.a	Distinguish between fiction and nonfiction.
2.8.6	Tells what is happening in a picture.
PK.2.PA.2	Students will recognize spoken words that rhyme.
PK.2.PA.4	Students will begin to isolate initial and final sounds in spoken words.
PK.2.PA.5	Students will begin to recognize initial sounds in a set of spoken words (i.e., alliteration).

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).
R.2.1	Identify and produce simple rhyming pairs.
R.2.3	Distinguish onset (beginning sound(s)) and rimes in one-syllable words.
R.2.4	Recognize ending sounds in spoken words.
2.4.1	Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).
2.5.1	Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., “The first sound in sun is /s/”).
2.5.2	Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).
L.4.A.1	Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems.
L.5.B.1	Hears beginning sounds in familiar words.
K.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.2.W.2	Students will begin to develop first drafts by sequencing the action or details of stories/texts.
R.7.2.a	Place events in sequential order by telling the beginning, middle and ending.
2.8.3	Remembers and articulates some sequences of events.
L.8.C.1	Retells information from a story in sequence.
L.8.C.2	Tells stories with beginning, middle and end.
2.7.3	Links new learning experiences and vocabulary to what is already known about a topic.
2.3.4	Shows increasing awareness of print in classroom, home and community settings.
2.7.1	Shows a steady increase in listening and speaking vocabulary.
PK.2.F.1	Students will read first name in print.
PK.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.
PK.4.R.3	Students will name and sort familiar objects into categories based on common attributes with guidance and support.
PK.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
K.2.F.1	Students will read first and last name in print.
K.2.F.2	Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).
K.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.
K.4.R.3	Students will name and sort pictures of objects into categories based on common attributes with guidance and support.
K.5.R.4	Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.
R.5.2	Recognize some common words by sight, including but not limited to "a," "the," "I," "you," "my," "I," "are."
L.3.A.1	Recognizes name in print.
L.6.A.1	Recognizes and selects his or her name from a list.
L.7.A.1	Uses new words that have been introduced by the teacher from a list.
L.7.C.1	Incorporates words and phrases from learning experiences and stories into play.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.
PK.2.PA.2	Students will recognize spoken words that rhyme.
K.2.PA.2	Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.
R.2.1	Identify and produce simple rhyming pairs.
2.4.1	Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").
PK.2.PA.4	Students will begin to isolate initial and final sounds in spoken words.
PK.2.PA.5	Students will begin to recognize initial sounds in a set of spoken words (i.e., alliteration).
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.
K.2.PA.3	Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., "the puppy pounces").

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PWS.1	Students will name all uppercase and lowercase letters.
K.2.PWS.2	Students will sequence the letters of the alphabet.
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).
R.1.6	Distinguish letters from words.
R.1.7	Recognize and name all capital and lowercase letters of the alphabet.
R.2.3	Distinguish onset (beginning sound(s)) and rimes in one-syllable words.
R.2.4	Recognize ending sounds in spoken words.
2.3.5	Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
2.3.8	Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
2.5.1	Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID

Alignment Text

2.5.2	Recognizes which words in a set of words begin with the same sound (e.g., “Bell, bike, and boy all have /b/ at the beginning”).
2.6.2	Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
2.6.3	Begins to recognize the sound association for some letters.
2.6.4	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
L.3.D.1	Identifies letters, words and signs in the environment.
L.4.A.1	Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems.
L.5.A.1	Hears the difference between similar sounding words (e.g., coat and goat, three and free).
L.5.B.1	Hears beginning sounds in familiar words.
L.6.B.1	Identifies some letters of the alphabet in random order.
L.6.B.2	Recognizes that letters are different from words.
L.6.C.1	Identifies the sounds letters make in his or her name.
L.6.D.1	Identifies and picks out the letters in his or her name from an alphabet chart.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
PK.2.PWS.1	Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.
K.2.PWS.1	Students will name all uppercase and lowercase letters.
R.1.7	Recognize and name all capital and lowercase letters of the alphabet.
2.6.2	Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.
2.6.4	Knows that letters of the alphabet are a special category of visual graphics that can be individually named.
L.3.D.1	Identifies letters, words and signs in the environment.
L.6.B.1	Identifies some letters of the alphabet in random order.
L.6.D.1	Identifies and picks out the letters in his or her name from an alphabet chart.
PK.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.
PK.2.PWS.2	Students will produce some sounds represented by letters with guidance and support.
K.2.PA.4	Students will recognize the short or long vowel sound in one syllable words.

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
K.2.PC.4	Students will recognize that written words are made up of letters and are separated by spaces.
K.2.PWS.2	Students will sequence the letters of the alphabet.
K.2.PWS.3	Students will produce the primary or most common sound for each consonant, short and long vowel sounds (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).
K.2.PWS.4	Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).
R.1.6	Distinguish letters from words.
2.3.8	Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
2.6.3	Begins to recognize the sound association for some letters.
L.6.B.2	Recognizes that letters are different from words.
L.6.C.1	Identifies the sounds letters make in his or her name.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID	Alignment Text
0545200717	Scholastic Success With Math: Grade 1
1.GM.1.1	Identify trapezoids and hexagons by pointing to the shape when given the name.
1.GM.1.2	Compose and decompose larger shapes using smaller two-dimensional shapes.
1.GM.1.4	Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.
3.2	Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).
3.3	Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).
1.A.1.1	Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.
1.N.1.4	Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.
2.2.c	Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).
1.N.2.3	Demonstrate fluency with basic addition facts and related subtraction facts up to 10.
2.2.a.i	Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

2.2.a.iii

Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$).

1.N.4.3

Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.

4.1

Measure objects with one-inch tiles and with a standard ruler to the nearest inch.

1.GM.2.2

Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.

1.GM.2.3

Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.

1.GM.2.5

Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.

3.1

Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.

1.D.1.2

Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.

1.D.1.3

Draw conclusions from picture and bar-type graphs.

Success With Workbooks State Standards

0545200717

Scholastic Success With Math: Grade 1

Alignment ID

Alignment Text

1.D.1.1

Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).

1.1

Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).

1.GM.3.1

Tell time to the hour and half-hour (analog and digital).

4.2.a

Tell time on digital and analog clocks on the hour and half-hour.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
0545200709	Scholastic Success With Math: Grade 2
2.N.1.3	Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.
2.N.1.6	Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., $425 > 276$, $73 < 107$, page 351 comes after page 350, 753 is between 700 and 800).
6.1	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
2.A.1.2	Represent and describe repeating patterns involving shapes in a variety of contexts.
1.1	Describe, extend, and create patterns using symbols, shapes, or designs (e.g., repeating and growing patterns made up of sets of shapes or designs, create patterns by combining different shapes and taking them apart).
2.A.1.1	Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts.
1.2	Formulate and record generalizations about number patterns in a variety of situations (e.g., addition and subtraction patterns, even and odd numbers, build a table showing the cost of one pencil at 10 cents, 2 pencils at 20 cents).
2.GM.1.1	Recognize trapezoids and hexagons.

0545200709

Scholastic Success With Math: Grade 2

Alignment ID	Alignment Text
2.GM.1.2	Describe, compare, and classify two-dimensional figures according to their geometric attributes.
2.GM.1.4	Recognize right angles and classify angles as smaller or larger than a right angle.
3.2	Investigate and predict the results of putting together and taking apart two-dimensional shapes.
2.N.2.4	Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.
2.N.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.
2.N.2.6	Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.
2.1	Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.
2.GM.3.1	Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m.
2.N.4.2	Use a combination of coins to represent a given amount of money up to one dollar.
2.D.1.1	Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.

Success With Workbooks State Standards

0545200709

Scholastic Success With Math: Grade 2

Alignment ID

Alignment Text

2.D.1.2

Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s.

2.D.1.3

Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.

5.1.a

Collect, sort, organize, and display data in charts, bar graphs, and tables (e.g., collect data on teeth lost and display results in a chart).

5.1.b

Summarize and interpret data in charts, bar graphs, and tables.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
0545200695	Scholastic Success With Math: Grade 3
3.N.1.1	Read, write, discuss, and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.
3.N.1.2	Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.
3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.
3.D.1.1	Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.
3.D.1.2	Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.
5.1.c	Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
2.2.b.i	Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.
3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID

Alignment Text

2.2.b.ii

Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).

3.N.2.5

Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.

2.2.a

Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.

3.N.2.8

Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.

2.2.b.iii

Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

4.1

Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

7.1

Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.2	Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).
3.3	Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.
3.N.3.3	Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions.
3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.
2.1.b.ii	Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).
3.N.4.1	Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.
3.N.4.2	Select the fewest number of coins for a given amount of money up to one dollar.
3.GM.3.1	Read and write time to the nearest 5-minute (analog and digital).
4.2.b	Tell time on a digital and analog clock to the nearest 5 minute.
3.N.3.2	Construct fractions using length, set, and area models.

Success With Workbooks State Standards

0545200695

Scholastic Success With Math: Grade 3

Alignment ID	Alignment Text
3.GM.2.3	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.
3.GM.2.4	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.
3.GM.2.5	Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.
4.1.b	Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.
4.1.d	Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).
3.GM.2.6	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.
4.1.a	Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
4.2.c	Read a thermometer and solve for temperature change.
3.GM.1.2	Build a three-dimensional figure using unit cubes when picture/shape is shown.
3.A.1.3	Explore and develop visual representations of growing geometric patterns and construct the next steps.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
0545200687	Scholastic Success With Math: Grade 4
4.N.1.2	Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.
4.N.2.7	Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
2.1.a.i	Apply the concept of place value through 6 digits (e.g., write numbers in expanded form).
2.1.b.i	Compare and order whole numbers and decimals to the hundredths place (e.g., pictures of shaded regions of two-dimensional figures, use $>$, $<$, $=$ symbols).
4.A.1.1	Create an input/output chart or table to represent or extend a numerical pattern.
5.1.a	Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
5.1.b	Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).
4.N.1.7	Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).
4.N.1.1	Demonstrate fluency with multiplication and division facts with factors up to 12.
2.2.b.i	Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$).

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

4.N.1.6

Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).

4.A.2.2

Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.

2.2.b.ii

Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.

2.2.b.iii

Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

4.N.2.1

Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines).

4.N.2.5

Represent tenths and hundredths with concrete models, making connections between fractions and decimals.

4.N.2.8

Compare benchmark fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) and decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.

4.D.1.1

Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID	Alignment Text
4.D.1.2	Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).
4.D.1.3	Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.
4.N.2.3	Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{3}{4} + \frac{1}{4}$).
4.N.2.4	Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.
4.N.2.6	Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money.
2.1.a.ii	Model, read, write and rename decimal numbers to the hundredths (e.g., money, numerals to words).
4.N.3.1	Given a total cost (whole dollars up to \$20 or coins) and amount paid (whole dollars up to \$20 or coins), find the change required in a variety of ways. Limited to whole dollars up to \$20 or sets of coins.
4.3	Determine the correct amount of change when a purchase is made with a twenty dollar bill.
2.1.b.iii	Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).
4.GM.3.2	Solve problems involving the conversion of one measure of time to another.

Success With Workbooks State Standards

0545200687

Scholastic Success With Math: Grade 4

Alignment ID

Alignment Text

4.GM.2.1

Measure angles in geometric figures and real-world objects with a protractor or angle ruler.

4.GM.2.4

Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.

4.GM.1.1

Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.

4.GM.1.2

Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.

4.GM.1.3

Given two three-dimensional shapes, identify similarities, and differences.

3.3

Identify, draw, and construct models of regular and irregular polygons including triangles, quadrilaterals, pentagons, hexagons, heptagons, and octagons to solve problems.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID	Alignment Text
0545200679	Scholastic Success With Math: Grade 5
5.D.1.1	Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data.
2.1.d	Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).
2.2.c	Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.
2.2.b	Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).
5.N.2.4	Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.
5.N.2.1	Represent decimal fractions (e.g., $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals.
5.N.2.2	Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.
5.N.2.3	Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

5.A.1.1

Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.

4.1

Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

7.1

Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.

3.2

Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning ["and" "or" "not"] and recursive reasoning).

3.3

Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

5.N.1.4

Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

5.N.3.1

Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.

Success With Workbooks State Standards

0545200679

Scholastic Success With Math: Grade 5

Alignment ID

Alignment Text

5.N.3.3

Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.

5.N.3.4

Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.

5.GM.3.1

Measure and compare angles according to size.

4.1.a

Compare, estimate, and determine the measurement of angles.

5.GM.3.2

Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.

4.1.c

Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).

5.GM.2.3

Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.

3.1

Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.D.1.2

Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.

5.A.1.2

Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
0545200660	Scholastic Success With Math Tests: Grade 3
3.N.1.4	Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.
3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.
3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.
2.1.b.i	Compare and order whole numbers up to 4 digits.
2.1.b.ii	Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e. g., fraction circles, pictures, egg cartons, fraction strips, number lines).
3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
3.N.4.2	Select the fewest number of coins for a given amount of money up to one dollar.
3.GM.2.2	Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.
3.GM.2.3	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.GM.2.4

Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.

3.GM.2.5

Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.

3.GM.2.8

Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.

3.GM.3.1

Read and write time to the nearest 5-minute (analog and digital).

3.D.1.1

Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.

3.D.1.2

Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.

4.1.a

Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.

4.1.b

Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.

4.1.d

Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).

4.2.b

Tell time on a digital and analog clock to the nearest 5 minute.

Success With Workbooks State Standards

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID	Alignment Text
4.2.c	Read a thermometer and solve for temperature change.
5.1.c	Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.
4.1	Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.
7.1	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
3.N.2.5	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
3.N.2.8	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.
3.N.4.1	Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.

0545200660

Scholastic Success With Math Tests: Grade 3

Alignment ID

Alignment Text

3.A.2.1

Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.

2.2.a

Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.

2.2.b.i

Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.

2.2.b.ii

Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).

2.2.b.iii

Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID	Alignment Text
0545200652	Scholastic Success With Math Tests: Grade 4
4.N.2.2	Use benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.
4.A.1.1	Create an input/output chart or table to represent or extend a numerical pattern.
4.GM.1.1	Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.
4.GM.1.2	Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.
4.GM.1.3	Given two three-dimensional shapes, identify similarities, and differences.
4.GM.2.1	Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
4.GM.2.4	Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.
4.GM.3.2	Solve problems involving the conversion of one measure of time to another.
4.D.1.2	Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

5.1.a	Read and interpret data displays such as tallies, tables, charts, and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems).
5.1.b	Collect, organize and record data in tables and graphs (e.g., line graphs (plots), bar graphs, pictographs).
4.1	Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.
5.1	Hold the belief that mathematics is sensible, useful and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.
7.1	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
4.A.2.1	Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.
4.N.1.1	Demonstrate fluency with multiplication and division facts with factors up to 12.

Success With Workbooks State Standards

0545200652

Scholastic Success With Math Tests: Grade 4

Alignment ID

Alignment Text

4.N.1.6

Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).

4.N.1.7

Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).

4.N.2.3

Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{3}{4} + \frac{1}{4}$).

4.N.2.4

Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.

4.A.2.2

Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.

4.GM.2.5

Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (customary and metric).

2.1.b.iii

Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).

2.2.b.i

Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.2.b.ii

Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.

2.2.b.iii

Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID	Alignment Text
0545200644	Scholastic Success With Math Tests: Grade 5
6.1	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
5.N.2.1	Represent decimal fractions (e.g., $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals.
5.N.2.3	Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.
5.N.2.4	Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.
5.A.1.1	Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about real-world and mathematical problems.
5.A.2.1	Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).
2.1.d	Identify and apply factors, multiples, prime, and composite numbers in a variety of problem-solving situations (e.g., build rectangular arrays for numbers 1-100 and classify as prime or composite, use common factors to add fractions).
5.GM.1.1	Describe, classify and construct triangles, including equilateral, right, scalene, and isosceles triangles. Recognize triangles in various contexts.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

5.GM.1.2

Describe and classify three-dimensional figures including cubes, rectangular prisms, and pyramids by the number of edges, faces or vertices as well as the shapes of faces.

5.GM.2.2

Recognize that the surface area of a three-dimensional figure with rectangular faces with whole numbered edges can be found by finding the area of each component of the net of that figure. Know that three-dimensional shapes of different dimensions can have the same surface area.

5.GM.2.3

Find the perimeter of polygons and create arguments for reasonable values for the perimeter of shapes that include curves.

5.GM.3.2

Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or 1/16-inch.

5.D.1.2

Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.

4.1.a

Compare, estimate, and determine the measurement of angles.

4.1.c

Convert basic measurements of volume, mass and distance within the same system for metric and customary units (e.g., inches to feet, hours to minutes, centimeters to meters).

4.1

Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

Success With Workbooks State Standards

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

7.1	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
5.N.1.3	Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.
2.2.c	Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.
5.N.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
5.N.3.1	Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.
5.N.3.2	Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).
5.N.3.3	Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.

0545200644

Scholastic Success With Math Tests: Grade 5

Alignment ID

Alignment Text

5.N.3.4

Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.

5.A.1.2

Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.

5.D.1.1

Find the measures of central tendency (mean, median, or mode) and range of a set of data. Understand that the mean is a “leveling out” or central balance point of the data.

2.2.b

Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

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

6.1	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
6.N.1.1	Represent integers with counters and on a number line and rational numbers on a number line, recognizing the concepts of opposites, direction, and magnitude; use integers and rational numbers in real-world and mathematical situations, explaining the meaning of 0 in each situation.
6.N.1.2	Compare and order positive rational numbers, represented in various forms, or integers using the symbols $<$, $>$, and $=$.
6.N.1.4	Determine equivalencies among fractions, decimals, and percents. Select among these representations to solve problems.
6.N.1.5	Factor whole numbers and express prime and composite numbers as a product of prime factors with exponents.
6.N.3.3	Apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts, including those involving mixture and concentrations.
6.A.2.1	Generate equivalent expressions and evaluate expressions involving positive rational numbers by applying the commutative, associative, and distributive properties and order of operations to solve real-world and mathematical problems.
2.2.e	Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

6.GM.1.1

Develop and use formulas for the area of squares and parallelograms using a variety of methods including but not limited to the standard algorithm.

6.GM.1.2

Develop and use formulas to determine the area of triangles.

6.GM.1.3

Find the area of right triangles, other triangles, special quadrilaterals, and polygons that can be decomposed into triangles and other shapes to solve real-world and mathematical problems.

6.GM.2.1

Solve problems using the relationships between the angles (vertical, complementary, and supplementary) formed by intersecting lines.

6.GM.3.1

Estimate weights, capacities and geometric measurements using benchmarks in customary and metric measurement systems with appropriate units.

6.GM.3.2

Solve problems in various real-world and mathematical contexts that require the conversion of weights, capacities, geometric measurements, and time within the same measurement systems using appropriate units.

6.GM.4.1

Predict, describe, and apply translations (slides), reflections (flips), and rotations (turns) to a two-dimensional figure.

6.GM.4.2

Recognize that translations, reflections, and rotations preserve congruency and use them to show that two figures are congruent.

6.GM.4.3

Use distances between two points that are either vertical or horizontal to each other (not requiring the distance formula) to solve real-world and mathematical problems about congruent two-dimensional figures.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID	Alignment Text
6.GM.4.4	Identify and describe the line(s) of symmetry in two-dimensional shapes.
4.2	Convert, add, or subtract measurements within the same system to solve problems (e.g., 9' 8" + 3' 6", 150 minutes = ___ hours and ___ minutes, 6 square inches = ___ square feet).
5.1	Hold the belief that mathematics is sensible, useful and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.
7.1	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.
6.N.3.4	Use multiplicative reasoning and representations to solve ratio and unit rate problems.
6.N.4.4	Solve and interpret real-world and mathematical problems including those involving money, measurement, geometry, and data requiring arithmetic with decimals, fractions and mixed numbers.
1.3	Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
1.5	Apply a variety of strategies (e.g., restate the problem, look for a pattern, diagrams, solve a simpler problem, work backwards, trial and error) to solve problems, with emphasis on multistep and non-routine problems.
4.1	Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
6.N.1.3	Explain that a percent represents parts "out of 100" and ratios "to 100."

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

6.N.1.6

Determine the greatest common factors and least common multiples. Use common factors and multiples to calculate with fractions, find equivalent fractions, and express the sum of two-digit numbers with a common factor using the distributive property.

6.N.2.2

Illustrate addition and subtraction of integers using a variety of representations.

6.N.2.3

Add and subtract integers; use efficient and generalizable procedures including but not limited to standard algorithms.

6.N.4.2

Illustrate multiplication and division of fractions and decimals to show connections to fractions, whole number multiplication, and inverse relationships.

6.N.4.3

Multiply and divide fractions and decimals using efficient and generalizable procedures.

6.A.1.1

Plot integer- and rational-valued (limited to halves and fourths) ordered-pairs as coordinates in all four quadrants and recognize the reflective relationships among coordinates that differ only by their signs.

6.A.1.3

Use and evaluate variables in expressions, equations, and inequalities that arise from various contexts, including determining when or if, for a given value of the variable, an equation or inequality involving a variable is true or false.

6.D.1.1

Calculate the mean, median, and mode for a set of real-world data.

6.D.1.2

Explain and justify which measure of central tendency (mean, median, or mode) would provide the most descriptive information for a given set of data.

2.2.b

Multiply and divide decimals with one- or two-digit multipliers or divisors to solve problems.

Success With Workbooks State Standards

054520111X

Scholastic Success With Math Tests: Grade 6

Alignment ID

Alignment Text

2.2.c	Estimate and find solutions to single and multi-step problems using whole numbers, decimals, fractions, and percents (e.g., $7/8 + 8/9$ is about 2, $3.9 + 5.3$ is about 9).
2.2.d	Use the basic operations on integers to solve problems.
3.3	Identify the characteristics of the rectangular coordinate system and use them to locate points and describe shapes drawn in all four quadrants.
5.3	Find the measures of central tendency (mean, median, mode, and range) of a set of data (with and without outliers) and understand why a specific measure provides the most useful information in a given context.

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
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
A.6.1.d	Use the title page, table of contents, glossary, chapter headings, and index to locate information.
3.3.R.1	Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade).
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
3.3.R.5	Students will distinguish fact from opinion in a text.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.
A.2.2	Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
A.2.3	Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
A.3.5	Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.
A.4.1.a	Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
A.4.1.b	Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
A.4.1.c	Recall major points in a text and revise predictions about what is read.
A.4.1.d	Show understanding by asking questions and supporting answers with literal information from the text.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
A.4.2.b	Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.
A.4.2.c	Participate in creative response to text (e.g., art, drama, and oral presentations).
A.4.3.a	Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
A.4.3.b	Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
A.4.3.c	Produce summaries of fiction and nonfiction text, highlighting major points.
A.4.4.b	Distinguish between fact and opinion in nonfiction text.
A.4.5.a	Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)
A.4.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
A.4.5.c	Clarify meaning by rereading, questioning, and modifying predictions.
A.5.1.a	Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
A.5.1.b	Read, understand, and discuss a variety of genres.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

A.6.1.e

Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

A.6.2.b

Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

D.1.1

Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.

3.4.R.1

Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

3.4.R.3

Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.

3.4.R.5

Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.

A.2.1

Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

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

4.3.R.3.e

theme

A.4.2.a

Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.

A.4.2.c

Identify themes that occur across literary works.

A.4.2.b

Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

A.4.1.a

Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).

4.3.R.5

Students will distinguish fact from opinion in a text and investigate facts for accuracy.

A.3.4.c

Identify fact/opinion and cause and effect in various texts.

D.1

The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.

4.4.R.4

Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.

A.1.4.a

Use a thesaurus to determine related words and concepts.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
4.2.R.1	Students will distinguish how key details support the main idea of a passage.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.3.R.1	Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
4.3.R.3.b	plot
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.
4.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words.
4.7.R.1	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
4.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
A.1.2.a	Interpret new words by analyzing the meaning of prefixes and suffixes.
A.1.3	Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.
A.3.1.b	Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
A.3.2.b	Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
A.3.2.c	Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
A.3.2.d	Participate in creative responses to text (i.e., art, drama, and oral presentation).
A.3.3.a	Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
A.3.5.a	Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
A.3.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
A.4.1.b	Read and construct meaning from a variety of genres.
A.5.1.d	Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
A.5.2.c	Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
B.2.7	Write summaries based upon the main idea of a reading selection and its most significant details.
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
4.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
A.1.1	Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

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
A.5.1.a	Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
A.5.1.d	Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
5.3.R.3.e	theme
A.3.2.c	Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character’s actions, motives, stereotypes, and appearance to plot and theme).
5.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
5.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
A.3.1.b	Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
A.3.4.c	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
A.4.1.a	Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

5.2.R.1

Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

5.2.R.2

Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.

5.2.R.3

Students will begin to paraphrase main ideas with supporting details in a text.

5.3.R.1

Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.

5.3.R.2

Students will determine the point of view and describe how it affects grade-level literary and/or informational text.

5.3.R.5

Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.

5.3.R.6

Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.

5.4.R.2

Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.

5.7.R.1

Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

5.7.R.2

Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.

A.1.1.a

Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

A.1.1.b

Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).

A.1.2.a

Interpret new words by analyzing the meaning of prefixes and suffixes.

A.1.2.b

Apply knowledge of root words to determine the meaning of unknown words within a passage.

A.1.2.c

Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).

A.3.1.a

Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).

A.3.1.c

Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.

A.3.1.d

Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
A.3.2.a	Apply prior knowledge and experience to make inferences and respond to new information presented in text.
A.3.2.b	Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
A.3.2.d	Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
A.3.3.a	Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
A.3.4.a	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
A.3.4.d	Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
A.3.4.e	Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
A.3.4.f	Distinguish among facts/inferences supported by evidence and opinions in text.
A.3.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
A.4.1.b	Read and construct meaning from a variety of genres.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

A.4.2.a

Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

A.4.2.c

Identify the author's purpose (persuade, inform, or entertain).

A.5.1.e

Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

A.5.2.b

Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

D.1.1

Distinguish fact, opinion, and fiction in print and nonprint media.

5.4.R.3

Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

5.4.R.4

Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.

5.4.R.5

Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.

A.1.3

Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID

Alignment Text

A.1.4.a

Use a thesaurus to determine related words and concepts.

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
A.4.3.c	Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
6.3.R.5	Students will categorize facts included in an argument as for or against an issue.
6.3.R.3.c	characters (i.e., protagonist, antagonist)
A.3.1.b	Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
A.4.1.a	Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
A.4.2.a	Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.
6.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.3.R.3.b	plot
6.3.R.3.d	characterization
6.3.R.6	Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.
6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.
6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
6.7.R.1	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.
A.1.1.a	Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
A.1.1.b	Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use like or as: The Snowplow Reared Up Like a Stallion), metaphors (implied comparisons: Peace is a Sunrise), and multiple meaning words.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
A.1.2.a	Recognize the origins and meanings of foreign words frequently used in English.
A.1.2.b	Apply knowledge of root words to determine the meaning of unknown words within a passage.
A.1.2.c	Use word origins, including knowledge of less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).
A.1.3.b	Relate dictionary definitions to context of the reading in order to aid understanding.
A.3.1.a	Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
A.3.1.c	Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.
A.3.1.d	Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.
A.3.2.a	Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
A.3.2.b	Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
A.3.2.c	Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
A.3.3.a	Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
A.3.3.c	Support reasonable statements and conclusions by reference to relevant aspects of text and examples.
A.3.4.d	Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.
A.3.4.f	Distinguish among stated facts, inferences supported by evidence, and opinions in text.
A.3.5.c	Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.
A.4.1.b	Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
A.4.2.c	Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
B.2.7.a	include the main idea and most significant details.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

6.4.R.5

Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
1.5.R.3	Students will recognize color and number adjectives.
B.3.1.h	Adjectives
C.2.2	Use descriptive words when speaking about people, places, things and events.
B.3.3.e	Use a period in common abbreviations.
B.3.3.a	Correctly use terminal (end) punctuation.
B.3.5	The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.
B.3.4	The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).
1.5.R.1	Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun "I. "
1.5.W.2	Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.
B.1.4	Introduce, with teacher assistance, editing/proofreading of the first draft for simple usage, mechanics, and spelling.
B.3.1.b	Singular and plural nouns

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
1.5.R.2	Students will recognize verbs as actions.
1.2.PC.2	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).
1.5.W.1.a	the first letter of a sentence
1.5.W.1.b	proper names
1.5.W.1.c	months and days of the week
B.1.5	Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination.
B.3.2.a	Capitalize the first word of a sentence and the pronoun "I."
B.3.2.b	Capitalize all proper nouns (John, Sally).
B.3.2.c	Capitalize greetings (Dear Joe).
B.3.2.d	Capitalize months and days of the weeks (December, Monday).
B.3.2.e	Capitalize titles (Dr., Mr., and Mrs.).
B.3.2.f	Capitalize initials of people (A.J. Smith).

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID

Alignment Text

0545201063

Scholastic Success With Grammar: Grade 2

B.3.1.c

Common and proper nouns

2.5.W.1.b

holidays

2.5.W.1.c

product names

2.5.W.1.d

initials

2.5.W.1.e

months and days of the week

B.3.2.b

Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).

B.3.2.c

Capitalize greetings (Dear Sir).

B.3.2.d

Capitalize the months and days of the week (January, Monday)

B.3.2.e

Capitalize titles (Dr., Mr., and Mrs.).

B.3.2.f

Capitalize initials of people (A.J. Smith).

2.5.W.3

Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.

2.5.W.1.a

the first letter of a quotation

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
B.3.2.a	Capitalize correctly the first word in a sentence and the pronoun "I."
B.3.3.a	Correctly use terminal (end) punctuation.
B.3.3.e	Use period in common abbreviations.
B.3.4.a	Write in complete sentences.
2.5.R.1	Students will recognize nouns, pronouns, and irregular plural nouns.
B.3.1.b	Singular and plural nouns
2.5.R.3	Students will recognize adjectives.
B.3.1.h	Adjectives
B.3.3.d	Use quotation marks to show that someone is speaking.
2.2.PWS.2.d	contractions
2.5.W.2	Students will use simple contractions (e.g., isn't, aren't, can't).
A.2.2.a	Build and understand compound words, contractions, and base words using prefixes and suffixes.
B.3.1.i	Contractions (e.g., I'm, You're)
B.3.3.c	Use apostrophes correctly in contractions.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

2.5.R.5

Students will recognize the subject and predicate of a sentence.

B.3.1.a

Subject (naming part) and predicate (action part)

2.5.R.2

Students will recognize different types and tenses of verbs.

B.3.1.f

Present and past tense verbs

B.3.4.b

Write sentences using a noun, verb, and details.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
B.3.4.a	Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.
3.5.W.1.a	titles of respect
3.5.W.1.b	appropriate words in titles
3.5.W.1.c	geographical names
B.3.1.b	Common and proper nouns
B.3.2.a	Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
B.3.5.a	Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).
3.5.R.5	Students will recognize the subject and verb agreement.
B.3.1.g	Subject-verb agreement
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.
B.2.8	Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID	Alignment Text
B.3.1.h	Positive, comparative, and superlative adjectives
B.3.1.a	Singular, plural, and possessive forms of nouns
3.5.R.1	Students will recognize pronouns and possessive nouns.
B.3.1.c	Subjective (Nominative), objective, and possessive pronouns
3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.
B.3.4.b	Begin to use simple, compound, and complex sentences appropriately in writing.
3.2.PWS.2.b	contractions
3.5.W.2	Students will use complex contractions (e.g., should've, won't).
A.1.2	Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
A.1.3	Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.
B.3.5.b	Spell phonetically regular multisyllabic words, contractions, and compounds.
3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.

Success With Workbooks State Standards

0545201055

Scholastic Success With Grammar: Grade 3

Alignment ID

Alignment Text

A.3.5	Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.
B.3.3.a	Periods in abbreviations and sentence endings (terminal punctuation)
B.3.3.b	Question and exclamation marks
B.3.3.c	Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter
B.3.3.d	Apostrophes in contractions and possessives
B.3.3.e	Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)
B.3.3.f	Quotation marks around direct quotations, the titles of individual poems, and short stories
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.
B.3.1.d	Present, past, and future tense verbs
B.3.1.e	Regular, irregular, and helping (auxiliary) verbs
B.3.1.f	Past participle of verbs

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
0545201047	Scholastic Success With Grammar: Grade 4
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.
4.5.W.3	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
B.1.7	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.
B.3.1.k	Coordinating and correlating conjunctions
B.3.4.a	Use simple, compound, and complex sentences appropriately in writing.
B.3.4.c	Correct sentence fragments and run-ons.
4.5.W.1.a	familial relations
B.3.1.b	Common and proper nouns
B.3.2.a	Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
B.3.2.b	Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
B.3.1.c	Nominative (subjective), objective, reflexive, intensive, and possessive pronouns
B.3.1.a	Singular, plural, and possessive forms of nouns
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.
B.3.1.e	Present, past, future, past participle, and present perfect verbs tense
B.3.1.f	Regular, irregular, and auxiliary (helping) verbs
B.3.1.h	Positive, comparative, and superlative adjectives
4.5.R.4	Students will recognize prepositional phrases and conjunctions.
B.3.1.m	prepositional and participial phrases
4.5.R.5	Students will recognize the subject and verb agreement.
B.3.1.d	Subject, direct object, and object of prepositions
B.3.1.g	Simple and complete predicate
B.3.1.n	Subject-verb agreement
B.3.4.d	Create sentences with understood subject.

Success With Workbooks State Standards

0545201047

Scholastic Success With Grammar: Grade 4

Alignment ID	Alignment Text
4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.
B.3.3.b	Quotation marks
B.3.3.c	Terminal punctuation
B.3.3.f	Commas
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.
B.3.1.i	Time, place, manner, and degree adverbs
B.3.1.j	Comparative forms of adverbs
B.3.4.b	Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.

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.W.2	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
B.1.5	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
B.3.1.n	Coordinating, correlating, and subordinating conjunctions
B.3.4.c	Correct sentence fragments and run-ons.
B.3.2.a	Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges universities, languages, races, nationalities, and religions.
B.3.3.e	Apostrophes in contractions and possessives
5.5.W.5	Students will recognize and correct inappropriate shifts in verb tense.
5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
5.5.W.3	Students will form and use the present and past verb tenses.
5.5.W.4	Students will form and use verb tense to convey various times, sequences, states, and conditions.
B.3.1.e	Transitive and intransitive verbs

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
B.3.1.f	Present, past, future, and present perfect verbs tense
B.3.1.a	Singular and plural forms of nouns and pronouns
B.3.1.b	Nominative (subjective), objective, reflexive, and possessive pronouns
5.5.R.3	Students will recognize the subject and verb agreement.
B.3.1.j	Subject-verb agreement
B.3.4.b	Create sentences with an understood subject.
B.3.3.b	Quotation marks
B.3.3.c	Terminal punctuation (period, exclamation point, or question mark)
5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.
B.3.1.d	Subject, indirect, direct object, and object of prepositions
5.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.
B.3.3.g	Colons, semi-colons, and commas
B.3.1.g	Positive, comparative, and superlative adjectives

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID

Alignment Text

B.3.1.h

Time, place, manner, and degree adverbs

B.3.1.i

Comparative forms of adverbs

B.3.1.l

Subordinate adverb, adjective, and noun clauses

B.3.4.a

Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.

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

2.1.b.iii

Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).

4.N.1.3

Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.

4.N.1.4

Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.

4.N.1.5

Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.

4.N.1.7

Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).

2.2.a

Estimate and find the product of up to three-digit by three-digit using a variety of strategies to solve application problems.

4.N.1.1

Demonstrate fluency with multiplication and division facts with factors up to 12.

2.2.b.i

Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$).

Success With Workbooks State Standards

0545200725

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

Alignment ID

Alignment Text

4.N.1.6

Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors. (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties).

4.A.2.2

Solve for unknowns in problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.

1.2

Find variables in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, multiplication, and division with whole numbers.

2.2.b.ii

Estimate the quotient with one- and two-digit divisors and a two- or three-digit dividend to solve application problems.

2.2.b.iii

Find the quotient (with and without remainders) with 1-digit divisors and a 2- or 3-digit dividend to solve application problems.

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.N.3.1	Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.
5.N.3.4	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
2.2.a	Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., $3.72 + 1.4$, $\$4.56 - \2.12).
5.A.2.1	Generate equivalent numerical expressions and solve problems involving whole numbers by applying the commutative, associative, and distributive properties and order of operations (no exponents).
1.3	Recognize and apply the commutative, associative, and distributive properties to solve problems (e.g., $3 \times (2 + 4) = (3 \times 2) + (3 \times 4)$).
5.N.1.4	Solve real-world and mathematical problems requiring addition, subtraction, multiplication, and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
5.N.3.3	Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.
4.2	Solve a variety of problems involving money.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.N.1.2

Divide multi-digit numbers, by one- and two-digit divisors, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.

2.2.c

Estimate and find the quotient (with and without remainders) with two-digit divisors and a two- or three-digit dividend to solve application problems.

Success With Workbooks State Standards

0545200989

Scholastic Success With Addition & Subtraction: Grade 1

Alignment ID

Alignment Text

0545200989**Scholastic Success With Addition & Subtraction: Grade 1**

1.N.1.3	Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
1.N.2.3	Demonstrate fluency with basic addition facts and related subtraction facts up to 10.
2.2.a.i	Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).
2.2.a.iii	Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g., $7+3=10$ and $10-3=7$).
2.1.a	Use concrete models of tens and ones to develop the concept of place value.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.N.2.4

Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.

2.N.2.5

Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.

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.N.2.5

Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.

2.2.a

Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.

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**

3.2.PC

Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

4.2.PC

Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

B.3.6.b

use correct spacing of letters and words in manuscript and cursive writing.

B.3.6

Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.

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**

K.2.PC.1

Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

1.2.PC.1

Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

W.3.6.b

Begin using upper and lower case letters.

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID	Alignment Text
054520089X	Scholastic Success With Fractions & Decimals: Grade 5
5.D.1.2	Create and analyze line and double-bar graphs with whole numbers, fractions, and decimals increments.
5.N.1.3	Recognize that quotients can be represented in a variety of ways, including a whole number with a remainder, a fraction or mixed number, or a decimal and consider the context in which a problem is situated to select and interpret the most useful form of the quotient for the solution.
5.N.2.4	Recognize and generate equivalent decimals, fractions, mixed numbers, and fractions less than one in various contexts.
2.2.b	Estimate add, or subtract fractions (including mixed numbers) to solve problems using a variety of methods (e.g., use fraction strips, use area models, find a common denominator).
5.N.2.1	Represent decimal fractions (e.g., $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, rational number wheel, base-ten blocks, meter stick) and make connections between fractions and decimals.
5.N.2.2	Represent, read and write decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers as large as millions.
2.1.a	Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.
5.N.2.3	Compare and order fractions and decimals, including mixed numbers and fractions less than one, and locate on a number line.

Success With Workbooks State Standards

054520089X

Scholastic Success With Fractions & Decimals: Grade 5

Alignment ID

Alignment Text

2.1.b	Represent with models the connection between fractions and decimals, compare and order fractions and decimals, and be able to convert from one representation to the other to solve problems. (e.g., use 10x10 grids, base 10 blocks).
5.N.3.1	Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.
5.N.3.2	Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).
5.N.3.3	Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, using efficient and generalizable procedures, including but not limited to standard algorithms in order to solve real-world and mathematical problems including those involving money, measurement, geometry, and data.
5.N.3.4	Find 0.1 more than a number and 0.1 less than a number. Find 0.01 more than a number and 0.01 less than a number. Find 0.001 more than a number and 0.001 less than a number.
2.2.a	Estimate, add, or subtract decimal numbers with same and different place values to solve problems (e.g., $3.72 + 1.4$, $\$4.56 - \2.12).

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID	Alignment Text
0545200881	Scholastic Success With Fractions: Grade 4
4.N.2.5	Represent tenths and hundredths with concrete models, making connections between fractions and decimals.
4.N.2.8	Compare benchmark fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) and decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.
4.D.1.1	Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.
4.D.1.2	Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).
4.D.1.3	Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.
4.N.2.1	Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines).
4.N.2.2	Use benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.
4.N.2.3	Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{2}{4} + \frac{1}{4}$).

Success With Workbooks State Standards

0545200881

Scholastic Success With Fractions: Grade 4

Alignment ID

Alignment Text

4.N.2.4

Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.

2.1.b.ii

Use 0, $\frac{1}{2}$, and 1 or 0, 0.5, and 1 as benchmarks and place additional fractions, decimals, and percents on a number line (e.g., $\frac{1}{3}$, $\frac{3}{4}$, 0.7, 0.4, 62%, 12%).

2.1.b.iii

Compare, add, or subtract fractional parts (fractions with like denominators and decimals) using physical or pictorial models. (e.g., egg cartons, fraction strips, circles, and squares).

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
2.2.b.i	Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.
3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.
3.GM.2.8	Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.
3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
2.2.b.ii	Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).
3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.
3.N.2.8	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.
2.2.b.iii	Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application 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

3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.
4.A.2.1	Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.
1.3	Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).
3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.
4.N.1.1	Demonstrate fluency with multiplication and division facts with factors up to 12.
2.2.b.ii	Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).
2.2.b.i	Demonstrate fluency (memorize and apply) with basic division facts up to $144 \div 12$ and the associated multiplication facts (e.g., $144 \div 12 = 12$ and $12 \times 12 = 144$).

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
PK.GM.1.1	Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.
K.GM.1.1	Recognize squares, circles, triangles, and rectangles.
K.GM.1.2	Sort two-dimensional objects using characteristics such as shape, size, color, and thickness.
3.A.1	Names and describes shapes in the environment.
2.6	Identifies numerals one through ten.
2.C.1	Counts from one to ten.
6.1	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
PK.A.1.2	Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.
K.A.1.2	Recognize, duplicate, complete, and extend repeating, shrinking and growing patterns involving shape, color, size, objects, sounds, movement, and other contexts.
1.B.1	Continues a simple pattern such as arranging blue and yellow pegs in alternating order.
1.B.2	Describes patterns.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
PK.N.3.1	Compare two sets of 1-5 objects using comparative language such as same, more, or fewer.
K.N.1.8	Using the words more than, less than or equal to compare and order whole numbers, with and without objects, from 0 to 10.
K.GM.2.4	Compare the number of objects needed to fill two different containers.
5.A.1	Comparing groups, counts the number of items in each group to determine if there are more, less or the same (equivalent sets).
PK.N.1.2	Recognize and name written numerals 0-10.
PK.N.1.3	Recognize that zero represents the count of no objects.
PK.N.2.1	Identify the number of objects, up to 10, in a row or column.
PK.N.2.2	Use one-to-one correspondence in counting objects and matching groups of objects.
PK.N.2.4	Count up to 5 items in a scattered configuration; not in a row or column.
K.N.1.2	Recognize that a number can be used to represent how many objects are in a set up to 10.
K.N.1.6	Read, write, discuss, and represent whole numbers from 0 to at least 10. Representations may include numerals, pictures, real objects and picture graphs, spoken words, and manipulatives.
2.5	Identifies and creates sets of objects one through ten.

Success With Workbooks State Standards

0545200857**Scholastic Success With Numbers & Concepts**

Alignment ID

Alignment Text

5.1

Begins to use numbers and counting as a means for solving problems and measuring quantity.

2.A.2

Puts two objects by the number two, three objects by the number three and so forth.

2.B.1

Counts objects in a one-to-one correspondence.

2.D.1

Counts objects from one through five.

2.E.1

Creates a set of five objects by counting them out.

2.G.1

Name "how many" are in a group of up to five (or more) objects.

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
A.6.3.b	Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
1.2.R.1	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.
1.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.
A.6.3.a	Retell or act out stories and events using beginning, middle, and ending.
A.7.2.b	Identify and describe the plot, setting, and character(s) in a story.
C.2.4	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
1.1.R.4	Students will restate and follow simple two-step directions.
A.8.1.b	Read and follow simple written directions.
C.1.2	Give, restate, and follow simple two-step directions.
A.6.2	Make simple inferences based on what is stated in text.
1.4.R.4	Students will name and sort words into categories based on common attributes.

Success With Workbooks State Standards

0545200849

Scholastic Success With Reading Comprehension: Grade 1

Alignment ID

Alignment Text

A.4.4	Classify categories of words.
A.6.1.b	Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.
1.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.
A.6.4.a	Identify simple cause and effect relationships.

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
2.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
A.3.2	Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and meanings, e.g., bear and bare).
2.2.R.1	Students will locate the main idea and supporting details of a text.
A.5.3.b	Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.
A.5.3.a	Retell or act out narrative text by identifying story elements and sequencing the events.
2.1.R.4	Students will restate and follow multi-step directions.
C.1.2	Give, restate, and follow simple two- and three-step directions.
A.5.2.a	Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to the story.
2.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.
A.5.2.b	Support interpretations or conclusions with examples taken from the text.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
A.5.4.b	Make comparisons and draw conclusions based on what is read.
2.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.
A.5.1.b	Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e., graphic organizers).
2.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
A.5.4.a	Identify cause and effect relationships in a text.
2.2.R.2	Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
2.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
2.3.R.3.a	setting (i.e., time, place)
2.3.R.3.b	plot
2.3.R.3.c	characters
2.3.R.3.d	characterization
A.6.1	Demonstrate knowledge of and appreciation for various forms (genres) of literature.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID	Alignment Text
A.6.2.a	Compare different endings to stories and identify the reasons and the impact of the different ending.
A.6.2.b	Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).
A.6.2.c	Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).
A.6.3	The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

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
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
A.4.3.c	Produce summaries of fiction and nonfiction text, highlighting major points.
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.
A.4.3.a	Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
A.4.4.c	Analyze the causes, motivations, sequences, and results of events from a text.
A.4.2.b	Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
A.2.1	Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
A.3.5	Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
A.4.2.a	Make inferences by connecting prior knowledge and experience with information from the text.
3.3.R.5	Students will distinguish fact from opinion in a text.
A.4.4.b	Distinguish between fact and opinion in nonfiction text.
D.1.1	Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.
A.4.1.b	Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
A.4.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID	Alignment Text
A.4.5.c	Clarify meaning by rereading, questioning, and modifying predictions.
A.4.5.a	Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)
A.5.2.a	Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
A.4.1.a	Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
A.5.1.a	Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).

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

B.2.2.b	use concrete sensory supporting details.
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
A.1.1	Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
A.3.4.b	Compare and contrast information on the same topic after reading several passages or articles.
A.3.5.a	Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.
A.3.4.d	Analyze and explain the causes, motivations, sequences, and results of events from a text.
A.4.2.a	Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
4.3.R.3.c	characters (i.e., protagonist, antagonist)

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
4.3.R.3.d	characterization
A.3.1.a	Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
A.3.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
A.4.4	The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).
4.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect).
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
A.3.2.a	Use prior knowledge and experience to make inferences and support them with information presented in text.
4.2.R.1	Students will distinguish how key details support the main idea of a passage.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
B.2.7	Write summaries based upon the main idea of a reading selection and its most significant details.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID	Alignment Text
C.3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
A.3.2.b	Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
A.3.2.c	Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
4.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.
4.6.W.3	Students will summarize and present information in a report.
A.3.3.a	Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
A.5.2.b	Take notes to paraphrase or summarize information.
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.
A.3.4.c	Identify fact/opinion and cause and effect in various texts.

Success With Workbooks State Standards

0545200814

Scholastic Success With Reading Comprehension: Grade 4

Alignment ID

Alignment Text

D.1

The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.

4.3.R.1

Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose.

A.4.2.b

Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

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
5.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.
5.2.R.3	Students will begin to paraphrase main ideas with supporting details in a text.
A.3.1.c	Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
A.3.3.a	Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.
A.4.2.a	Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

A.1.1.a	Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
A.1.1.b	Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).
A.3.1.a	Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
A.3.5.b	Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
5.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
A.3.2.a	Apply prior knowledge and experience to make inferences and respond to new information presented in text.
A.5.2.a	Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).
C.3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.
A.3.2.b	Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID	Alignment Text
A.3.4.d	Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
5.3.R.6	Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.
A.3.1.d	Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
A.3.4.e	Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
5.3.R.3.c	characters (i.e., protagonist, antagonist)
5.3.R.3.d	characterization
A.3.2.c	Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).
A.3.2.d	Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
5.3.R.5	Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.
A.3.4.f	Distinguish among facts/inferences supported by evidence and opinions in text.

Success With Workbooks State Standards

0545200806

Scholastic Success With Reading Comprehension: Grade 5

Alignment ID

Alignment Text

D.1.1	Distinguish fact, opinion, and fiction in print and nonprint media.
5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.
A.3.4.a	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
A.4.2.c	Identify the author's purpose (persuade, inform, or entertain).

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

0545200792

Scholastic Success With Writing: Grade 1

1.5.W.1.b

proper names

1.5.W.1.c

months and days of the week

B.3.2.b

Capitalize all proper nouns (John, Sally).

B.3.2.f

Capitalize initials of people (A.J. Smith).

1.5.W.1.a

the first letter of a sentence

1.5.W.2

Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

B.3.2.a

Capitalize the first word of a sentence and the pronoun "I."

B.3.3.a

Correctly use terminal (end) punctuation.

B.3.3.e

Use a period in common abbreviations.

1.5.R.2

Students will recognize verbs as actions.

1.2.PC.2

Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks).

B.3.1.a

Subject (naming part) and predicate (action part)

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
B.3.4	The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).
1.5.R.3	Students will recognize color and number adjectives.
B.2.3	Write brief description, using some details, of a real object, person, place, or event.
B.3.1.h	Adjectives
C.2.2	Use descriptive words when speaking about people, places, things and events.
1.2.W.2	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.
B.1.3.c	Create a logical sequence of events.
B.2.2	Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.
C.2.4	Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
1.6.R.2	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.
1.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.3.W.1

Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.

A.6.3.a

Retell or act out stories and events using beginning, middle, and ending.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
2.5.W.1.b	holidays
2.5.W.1.c	product names
2.5.W.1.d	initials
2.5.W.1.e	months and days of the week
B.3.2.b	Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).
B.3.2.d	Capitalize the months and days of the week (January, Monday)
B.3.2.f	Capitalize initials of people (A.J. Smith).
2.5.W.1.a	the first letter of a quotation
B.3.2.a	Capitalize correctly the first word in a sentence and the pronoun "I."
B.3.3.e	Use period in common abbreviations.
2.1.W.1	Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.5.R.5	Students will recognize the subject and predicate of a sentence.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
B.3.1.a	Subject (naming part) and predicate (action part)
2.5.R.3	Students will recognize adjectives.
B.3.1.h	Adjectives
2.5.W.3	Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.
B.3.4.a	Write in complete sentences.
A.4.5	Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.
B.3.3.b	Use commas correctly in dates.
2.5.R.2	Students will recognize different types and tenses of verbs.
B.3.1.f	Present and past tense verbs
B.3.4.b	Write sentences using a noun, verb, and details.
2.2.W.1	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.
A.5.3.a	Retell or act out narrative text by identifying story elements and sequencing the events.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
B.2.2.a	Present a logical sequence of events.
2.2.R.2	Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
2.3.R.3.a	setting (i.e., time, place)
2.3.W.1	Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.
B.1.2	Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.
B.1.4	Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.
B.3.3.a	Correctly use terminal (end) punctuation.
B.2.3	Write "thank you" notes, friendly letters (identifying the five parts), and invitations.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
B.3.2.a	Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
B.3.4.a	Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.
B.1.4	Revise drafts, changing or adding details and vivid, descriptive words.
B.2.1	Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.
B.2.3.a	develop a main idea.
B.2.3.b	use details to support the main idea.
B.2.3.c	have a clear beginning, middle, and ending.
3.5.R.4	Students will recognize prepositions and conjunctions.
3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.
B.3.4.b	Begin to use simple, compound, and complex sentences appropriately in writing.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.
B.2.8	Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.
B.3.1.h	Positive, comparative, and superlative adjectives
3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.
B.3.3.c	Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter
B.3.3.d	Apostrophes in contractions and possessives
B.3.3.e	Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)
B.1.5	Proofread/edit writing, using standard editing marks, with peers or teacher.
B.3.3.a	Periods in abbreviations and sentence endings (terminal punctuation)
B.3.3.b	Question and exclamation marks
B.3.3.f	Quotation marks around direct quotations, the titles of individual poems, and short stories

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID

Alignment Text

3.2.W.1

Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.

3.3.W.2

Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.

B.2.2

Write simple narrative, descriptive, persuasive, and creative paragraphs.

B.3.2.b

Correctly indent at the beginning of each paragraph.

B.2.5

Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
B.3.1.d	Subject, direct object, and object of prepositions
B.3.1.g	Simple and complete predicate
B.3.2.a	Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
4.5.R.4	Students will recognize prepositional phrases and conjunctions.
4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.
4.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
4.5.W.3	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
B.3.4.c	Correct sentence fragments and run-ons.
B.3.4.d	Create sentences with understood subject.
4.2.W.2	Students will edit drafts and revise for clarity and organization.
B.1.6	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
B.1.7	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.
B.2.5.a	provide an introductory paragraph that asks a central question about an idea or issue.
B.2.5.b	establish and support a central theme or idea with a topic sentence.
B.2.5.f	conclude with a paragraph that summarizes the points.
4.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs.
A.3.4.c	Identify fact/opinion and cause and effect in various texts.
B.2.5.c	include supporting paragraphs with simple facts, details, and explanations for focus.
4.3.W.3	Students will express an opinion about a topic and provide fact-based reasons as support.
4.3.W.2	Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.
B.2.5.d	present important ideas and events in sequence, chronological order, or order of importance.
B.2.5.e	provide details and transitions to link paragraphs.
B.1.3	Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
C.2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.
B.2.2.a	have topic sentences.
B.2.2.b	use concrete sensory supporting details.
B.2.2.c	provide a context to allow the reader to imagine the event.
B.2.2.d	support a logical conclusion.
B.2.5.g	use correct indentation at the beginning of paragraphs and to indicate dialogue.
B.3.1.h	Positive, comparative, and superlative adjectives
B.3.2.c	Indent correctly at the beginning of each paragraph.
B.3.4.b	Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.
4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
B.3.4.a	Use simple, compound, and complex sentences appropriately in writing.
4.3.R.4.a	simile
4.3.R.4.b	metaphor
A.4.3.b.1	Simile: a comparison that uses like or as
A.4.3.b.2	Metaphor: an implied comparison
4.3.R.4.c	personification
4.3.R.4.e	hyperbole
A.4.3.b.3	Hyperbole: an exaggeration for effect
A.4.3.b.4	Personification: a description that represents a thing as a person
B.2.3	Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.
B.2.1	Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.
4.3.W.1	Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

4.5.W.2

Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.

B.3.3.b

Quotation marks

B.3.3.c

Terminal punctuation

B.3.3.f

Commas

B.3.3.g

Colons, and semi-colons

B.1.4

Select a focus and an organizational structure based upon purpose, audience, and required format.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
B.3.1.m	Pronoun antecedents and reference
B.3.4.b	Create sentences with an understood subject.
B.3.2.a	Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges universities, languages, races, nationalities, and religions.
B.3.2.b	Capitalize correctly proper adjectives.
B.3.2.c	Capitalize correctly conventions of letter writing.
B.3.1.l	Subordinate adverb, adjective, and noun clauses
B.3.1.n	Coordinating, correlating, and subordinating conjunctions
5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.
B.3.4.c	Correct sentence fragments and run-ons.
B.2.6.b	a main idea or topic.
B.2.5.e	provide details and transitions to link paragraphs.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
B.1.5	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
B.3.3.a	Parentheses
B.3.3.d	Punctuation after initials
B.3.3.h	Hyphens and dashes
C.2.5	Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.
B.3.3.f	Conventions of letter writing
5.3.W.3	Students will clearly state an opinion supported with facts and details.
5.3.W.4	Students will show relationships among facts, opinions, and supporting details.
B.2.1	Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.
B.2.4	Write personal, persuasive, formal letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.
B.2.5.c	include supporting paragraphs with simple facts, details, and explanations.
B.2.6.c	develop the topic with simple facts, details, examples, and explanations to support the main idea.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
B.2.8.a	state a clear position in support of a proposal.
B.2.8.b	support a position with relevant evidence and effective emotional appeals in order to persuade.
B.2.8.c	organize supporting statements from the most appealing to the least powerful.
B.2.8.d	include and address reader/audience concerns.
B.1.2	Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea (exposition, body, and conclusion).
B.1.3	Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.
B.2.5.d	present important ideas and events in sequence or in chronological order.
B.2.5.g	use correct indentation at the beginning of paragraphs.
B.3.2.d	Indent beginning lines of paragraphs.
5.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
5.2.W.3	Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.2.W.4	Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, and coherence.
5.3.W.2	Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.
B.1.4.a	Write one or more drafts by categorizing ideas and organizing them into paragraphs.
B.1.4.b	Blend paragraphs with effective transitions into longer compositions.
B.2.5.a	provide an introductory paragraph.
B.2.5.f	conclude with a paragraph that summarizes the points.
B.2.2	Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.
5.2.W.2	Students will plan (e.g., outline) and prewrite a first draft as necessary.
B.1.1	Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.
5.3.W.1	Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.
5.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
B.3.3.b	Quotation marks
B.3.3.g	Colons, semi-colons, and commas
5.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.
5.5.W.2	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
B.3.4.a	Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.
5.3.R.4.a	simile
5.3.R.4.b	metaphor
5.3.R.4.e	hyperbole
A.4.3.c.3	Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.
A.4.3.a	Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID

Alignment Text

B.2.3	With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).
5.3.R.4.d	onomatopoeia
A.1.1.b	Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).
A.4.3.b	Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.

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**

3.2.PC

Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

4.2.PC

Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

B.3.6.b

use correct spacing of letters and words in manuscript and cursive writing.

B.3.6

Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.

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**

K.2.PC.1

Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

1.2.PC.1

Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

W.3.6.b

Begin using upper and lower case letters.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

PK.2.F.1

Students will read first name in print.

K.2.F.1

Students will read first and last name in print.

K.2.F.2

Students will read common high frequency grade-level words by sight (e.g., not, was, to, have, you, he, is, with, are).

R.5.2

Recognize some common words by sight, including but not limited to "a," "the," "I," "you," "my," "I," "are."

L.3.A.1

Recognizes name in print.

L.6.A.1

Recognizes and selects his or her name from a list.