

Success With Workbooks State Standards

0545200946

Scholastic Success With Alphabet

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
K.L.1.a	Print many upper- and lowercase letters.
3.I.12	Displays alphabet within easy viewing of the children.
5.1	Children develop awareness of symbols and print by: Understanding that each spoken word can be written down
5.3	Children develop awareness of symbols and print by: Recognizing and naming alphabet characters
5.I.1	Understands that words can be written down and read.
5.I.5	Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).
5.I.6	Identifies most letters of the alphabet.
5.I.8	Uses environment to display the alphabet or labels of objects.
5.I.9	Refers to individual letters in text.
5.I.10	Assists child in recognizing letters in the alphabet.

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Scholastic Success With Alphabet

Alignment ID	Alignment Text
6.3	Children show interest in and engage in early writing by: Writing symbols or letters for own name
6.I.3	Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters.
6.I.8	Ensures there are alphabet and number charts displayed at children's eye level (displays children's names on all work, cubbies and personal supplies).
PAK.1.2	Understands that written words are made up of a group of individual letters.
PAK.1.4	Identifies book parts and features, such as the front, back, title, and author.
PAK.2.1	Names 18 uppercase and 15 lowercase letters.
PAK.2.2	Knows the sounds associated with several letters.
PAK.1.1.b	Recognizes that spoken words are represented in written language by specific sequences of letters.
PAK.2.1.a	Recognizes and name all uppercase and lowercase letters of the alphabet.
W.1.9.a	Prints many uppercase and lowercase letters.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
2.I.1	Recognizes simple shapes.
2.I.6	Provides materials and opportunities for children to play with and create designs with pattern blocks, to paint and cut shapes in their artwork, to arrange blocks on the storage shelves by sorting and encourages identifications of shapes in their indoor and outdoor environments.
1.2	Children develop an awareness of numerals by: Number recognition
1.I.1	Counts up to ten.
1.I.3	Combines, separates and names “how many” concrete objects.
1.I.5	Recognizes numerals 1 – 20.
1.I.7	Provides opportunities, materials and activities for counting (number puzzles, finger plays, books, songs, grouping objects) that allow children to play with and develop the language and concepts of mathematics.
1.I.9	Supportive Learning Environments Include Mathematics materials for sorting and counting, available and easily accessible to the children throughout the day.
CC.2.1	Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.
CC.3.1	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.

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Scholastic Success With Basic Concepts

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CC.3.3	Accurately counts as many as five objects in a scattered configuration.
CC.3.4	Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.
CC.3.5	Understands that the last number said represents the number of objects in a set.
CC.5.1	Associates a number of objects with a written numeral 0–5.
CC.1.1	Counts to 100 by ones and by 10’s.
CC.1.2	Counts forward beginning from a given number within the known sequence (instead of having to begin at one).
CC.3.1.a	When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
CC.3.1.b	Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
CC.3.1.c	Understands that each successive number name refers to a quantity that is one larger.
CC.3.2	Counts to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.
CC.4.2	Compares two numbers between 1 and 10 presented as written numerals.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
CC.5.2	Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
OA.1.1	Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)
K.MP.6	Attend to precision.
1.1	Children develop an awareness of numerals by: Counting, grouping and matching
1.I.4	Uses words such as more than and less than to express some number concepts.
K.MP.7	Look for and make use of structure.
K.MP.8	Look for and express regularity in repeated reasoning.
2.3	Children develop knowledge of geometric principles and spatial sense by: Using shapes to make representative patterns
3.2	Children develop knowledge of patterns and measurement by: Duplicating and extending simple patterns
OA.2.1	Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.

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Alignment ID	Alignment Text
OA.2.2	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.
4.2	Children demonstrate interest in books and reading related activities by: Learning to sequence and predict a story
4.I.5	Learns to sequence and predict a story.
1.3	Children develop an awareness of numerals by: Using language to describe a sequence of events in time
CC.4.1	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects).
3.4	Children develop knowledge of patterns and measurement by: Recognizing a variety of measurement types (weight, length, etc.)
3.I.4	Explores, compares and describes length, weight or volume using items in the environment (strings, cubes, blocks, sticks, rulers, cartons etc.).
MD.1.1	Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.
3.I.9	Supportive Learning Environments Include Numerous and varied materials that include size, texture, color and shapes that can be used for sorting, comparing and measuring.
1.I.2	Uses number concepts and vocabulary such as: first, last, next to, before, after, etc.

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2.1	Children develop knowledge of geometric principles and spatial sense by: Correctly using comparison words and words that describe the relative position of things
2.I.4	Uses descriptive words such as: up, down, over, under, top, bottom, inside, outside, in front of and behind.
G.2.1	Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
2.I.3	Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).
2.I.5	Ensures there are numerous blocks of various shapes and sizes, and encourages children to identify shapes, sizes and to make comparisons.
MD.1.2	Compares or orders up to five objects based on their measurable attributes, such as height or weight.
G.1.3	Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
K.MP.1	Make sense of problems and persevere in solving them.
K.MP.5	Use appropriate tools strategically.
1.I.11	Supportive Learning Environments Include Stories, songs, poems, signs, words, games and daily schedules in English and the home languages of non-English speaking children.

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Scholastic Success With Basic Concepts

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3.I.13

Supportive Learning Environments Include Multiple books, pictures, signs, visual examples of written words.

4.I.8

Uses labels to name familiar objects in the environment.

K.L.5.a

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

K.L.5.c

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

2.4

Children develop knowledge of geometric principles and spatial sense by: Grouping objects (all large, all yellow, some big and others small, etc.)

2.5

Children develop knowledge of geometric principles and spatial sense by: Providing reasoning for groupings

2.I.2

Compares various sizes of items (longer, shorter, same).

V.2.1

Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.

V.1.2.a

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

V.1.2.c

Identifies real-life connections between words and their use (e.g., note places at school that are colorful).

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Alignment ID

Alignment Text

V.2.1.a

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

V.2.1.c

Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).

MD.2.1

Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)

G.1.1

Correctly names shapes regardless of their orientations or overall size.

K.L.5.b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

V.2.4

Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.

V.1.2.b

Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

V.2.1.b

Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

3.I.6

Associates sounds with written letters.

3.I.8

Ensures that children have opportunities to hear sounds in their home language.

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Scholastic Success With Basic Concepts

Alignment ID	Alignment Text
K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
K.L.1.a	Print many upper- and lowercase letters.
3.I.12	Displays alphabet within easy viewing of the children.
5.1	Children develop awareness of symbols and print by: Understanding that each spoken word can be written down
5.3	Children develop awareness of symbols and print by: Recognizing and naming alphabet characters
5.I.1	Understands that words can be written down and read.
5.I.5	Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).
5.I.6	Identifies most letters of the alphabet.
5.I.8	Uses environment to display the alphabet or labels of objects.
5.I.9	Refers to individual letters in text.
5.I.10	Assists child in recognizing letters in the alphabet.
6.3	Children show interest in and engage in early writing by: Writing symbols or letters for own name

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Alignment ID	Alignment Text
6.I.3	Shows progression from using scribbles, shapes or pictures to represent ideas, to writing recognizable letters.
6.I.8	Ensures there are alphabet and number charts displayed at children’s eye level (displays children’s names on all work, cubbies and personal supplies).
PAK.1.2	Understands that written words are made up of a group of individual letters.
PAK.1.4	Identifies book parts and features, such as the front, back, title, and author.
PAK.2.1	Names 18 uppercase and 15 lowercase letters.
PAK.2.2	Knows the sounds associated with several letters.
PAK.1.1.b	Recognizes that spoken words are represented in written language by specific sequences of letters.
PAK.2.1.a	Recognizes and name all uppercase and lowercase letters of the alphabet.
W.1.9.a	Prints many uppercase and lowercase letters.
K.RF.2.a	Recognize and produce rhyming words.
3.1	Children use sound in a variety of contexts by: Making oral rhymes
3.I.1	Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).
3.I.2	Discriminates rhyming words in familiar games, songs, stories and poems.

Success With Workbooks State Standards

0545200938**Scholastic Success With Basic Concepts**

Alignment ID

Alignment Text

3.I.3

Sings or chants rhymes or rhyming songs such as "Down by the Bay".

PA.1.1

Provides one or more words that rhyme with a given word, such as "What rhymes with log?"

PA.1.1.a

Recognizes and produces rhyming words.

Success With Workbooks State Standards

054520092X **Scholastic Success With Beginning Vocabulary**

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
6.I.8	Ensures there are alphabet and number charts displayed at children’s eye level (displays children’s names on all work, cubbies and personal supplies).
3.I.8	Ensures that children have opportunities to hear sounds in their home language.
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
2.I.5	Uses home language to express opinions, tell jokes, describe events and ask questions.
V.2.3	Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.
CS.1.1	Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail.
K.RF.2.a	Recognize and produce rhyming words.
K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
3.1	Children use sound in a variety of contexts by: Making oral rhymes
3.3	Children use sound in a variety of contexts by: Hearing beginning and ending sounds in words
3.I.1	Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
3.I.2	Discriminates rhyming words in familiar games, songs, stories and poems.
3.I.3	Sings or chants rhymes or rhyming songs such as "Down by the Bay".
3.I.7	Isolates beginning and ending sounds in printed or spoken words.
3.I.9	Provides opportunities for children to repeat sounds in their names and other familiar words.
PA.1.1	Provides one or more words that rhyme with a given word, such as "What rhymes with log?"
PA.1.2	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
PA.1.3	With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"
PA.1.1.a	Recognizes and produces rhyming words.
PA.1.1.d	Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
4.2	Children demonstrate interest in books and reading related activities by: Learning to sequence and predict a story
4.I.5	Learns to sequence and predict a story.

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
CTS.1.2	Tells fictional or personal stories using a sequence of at least 2–3 connected events.
K.L.5.b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
V.1.2.b	Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
V.2.1.b	Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
V.2.5	Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”
2.I.1	Acquires vocabulary to effectively express feelings and thoughts.
4.I.9	Reads books with descriptive and new vocabulary, extending opportunities for children to hear, say and understand new words.
5.2	Children develop awareness of symbols and print by: Recognizing that letters carry meaning and are found in a variety of forms and settings
V.1.1	Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.
V.2.2	Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”

Success With Workbooks State Standards

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Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
1.I.11	Supportive Learning Environments Include Stories, songs, poems, signs, words, games and daily schedules in English and the home languages of non-English speaking children.
1.I.12	Supportive Learning Environments Include Opportunities for children to learn, understand and practice new vocabulary (pretend/dramatic play, rhyming word games, "special word of the week", classroom visitors, etc.).
2.4	Children communicate needs wants and thoughts through words by: Using new vocabulary that has been introduced
2.I.7	Uses children's interests to build new vocabulary and ideas.
3.I.13	Supportive Learning Environments Include Multiple books, pictures, signs, visual examples of written words.
V.1.2	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.
K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.L.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
K.L.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
5.I.4	Recognizes or “reads” several words.
V.2.1	Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.
V.2.4	Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
V.1.2.a	Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
V.1.2.c	Identifies real-life connections between words and their use (e.g., note places at school that are colorful).
V.1.3	Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.
V.2.1.a	Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
V.2.1.c	Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).
PAK.1.3	Begins to point to one-syllable words while reading simple, memorized texts.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
0545201144	Scholastic Success With Consonants
K.RF.2.a	Recognize and produce rhyming words.
3.1	Children use sound in a variety of contexts by: Making oral rhymes
3.I.2	Discriminates rhyming words in familiar games, songs, stories and poems.
3.I.3	Sings or chants rhymes or rhyming songs such as "Down by the Bay".
PA.1.1	Provides one or more words that rhyme with a given word, such as "What rhymes with log?"
PA.1.1.a	Recognizes and produces rhyming words.
K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
5.I.8	Uses environment to display the alphabet or labels of objects.
PAK.2.1.a	Recognizes and name all uppercase and lowercase letters of the alphabet.
K.RF.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RF.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

Success With Workbooks State Standards

0545201144

Scholastic Success With Consonants

Alignment ID	Alignment Text
K.RF.3.b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
K.RF.3.d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
K.L.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
3.3	Children use sound in a variety of contexts by: Hearing beginning and ending sounds in words
3.4	Children use sound in a variety of contexts by: Listening and telling differences in phonemes (smallest parts of sound in a spoken word)
3.I.1	Recognizes matching sounds and rhymes in familiar words (cat, hat, bat, rat, etc).
3.I.6	Associates sounds with written letters.
3.I.7	Isolates beginning and ending sounds in printed or spoken words.
3.I.9	Provides opportunities for children to repeat sounds in their names and other familiar words.
3.I.12	Displays alphabet within easy viewing of the children.
5.1	Children develop awareness of symbols and print by: Understanding that each spoken word can be written down
5.3	Children develop awareness of symbols and print by: Recognizing and naming alphabet characters
5.I.1	Understands that words can be written down and read.

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Scholastic Success With Consonants

Alignment ID	Alignment Text
5.I.5	Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).
5.I.6	Identifies most letters of the alphabet.
5.I.9	Refers to individual letters in text.
5.I.10	Assists child in recognizing letters in the alphabet.
6.I.8	Ensures there are alphabet and number charts displayed at children’s eye level (displays children’s names on all work, cubbies and personal supplies).
PA.1.2	Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”
PA.1.3	With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”
PAK.1.2	Understands that written words are made up of a group of individual letters.
PAK.1.4	Identifies book parts and features, such as the front, back, title, and author.
PAK.2.1	Names 18 uppercase and 15 lowercase letters.
PAK.2.2	Knows the sounds associated with several letters.

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Scholastic Success With Consonants

Alignment ID

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PA.1.1.d

Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

PAK.1.1.b

Recognizes that spoken words are represented in written language by specific sequences of letters.

PAK.2.2.a

Demonstrates basic knowledge of one-to-one lettersound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

PAK.2.2.b

Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.

W.1.8.b

Writes a letter or letters for most consonant and short-vowel sounds (phonemes).

Success With Workbooks State Standards

0545201136

Scholastic Success With Vowels

Alignment ID	Alignment Text
0545201136	Scholastic Success With Vowels
K.RF.1.d	Recognize and name all upper- and lowercase letters of the alphabet.
3.I.12	Displays alphabet within easy viewing of the children.
5.3	Children develop awareness of symbols and print by: Recognizing and naming alphabet characters
5.I.6	Identifies most letters of the alphabet.
5.I.8	Uses environment to display the alphabet or labels of objects.
5.I.9	Refers to individual letters in text.
5.I.10	Assists child in recognizing letters in the alphabet.
6.I.8	Ensures there are alphabet and number charts displayed at children’s eye level (displays children’s names on all work, cubbies and personal supplies).
PAK.2.1	Names 18 uppercase and 15 lowercase letters.
PAK.2.1.a	Recognizes and name all uppercase and lowercase letters of the alphabet.
K.RF.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

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Scholastic Success With Vowels

Alignment ID

Alignment Text

PA.1.1.d

Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

K.RF.3.a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

K.RF.3.b

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

K.RF.3.d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

K.L.2.c

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

3.I.6

Associates sounds with written letters.

5.I.5

Associates sounds and written words (looks at books sees familiar letters and makes letter sounds and might even say letter name).

PAK.1.2

Understands that written words are made up of a group of individual letters.

PAK.2.2

Knows the sounds associated with several letters.

PAK.2.2.a

Demonstrates basic knowledge of one-to-one lettersound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

PAK.2.2.b

Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.

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Scholastic Success With Vowels

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Alignment Text

W.1.8.b

Writes a letter or letters for most consonant and short-vowel sounds (phonemes).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.MP.2

Reason abstractly and quantitatively.

1.MP.8

Look for and express regularity in repeated reasoning.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

2.MP.7

Look for and make use of structure.

2.MP.8

Look for and express regularity in repeated reasoning.

2.MP.6

Attend to precision.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.MP.1

Make sense of problems and persevere in solving them.

3.MP.2

Reason abstractly and quantitatively.

3.MP.3

Construct viable arguments and critique the reasoning of others.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.MP.4

Model with mathematics.

4.MP.8

Look for and express regularity in repeated reasoning.

4.MP.5

Use appropriate tools strategically.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.MP.8

Look for and express regularity in repeated reasoning.

5.MP.1

Make sense of problems and persevere in solving them.

5.MP.2

Reason abstractly and quantitatively.

5.MP.3

Construct viable arguments and critique the reasoning of others.

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.MP.5

Use appropriate tools strategically.

3.MP.1

Make sense of problems and persevere in solving them.

3.MP.2

Reason abstractly and quantitatively.

3.MP.3

Construct viable arguments and critique the reasoning of others.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.MP.4

Model with mathematics.

4.MP.8

Look for and express regularity in repeated reasoning.

4.MP.1

Make sense of problems and persevere in solving them.

4.MP.2

Reason abstractly and quantitatively.

4.MP.3

Construct viable arguments and critique the reasoning of others.

4.MP.5

Use appropriate tools strategically.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.MP.8

Look for and express regularity in repeated reasoning.

5.MP.1

Make sense of problems and persevere in solving them.

5.MP.2

Reason abstractly and quantitatively.

5.MP.3

Construct viable arguments and critique the reasoning of others.

5.MP.5

Use appropriate tools strategically.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

6.MP.8

Look for and express regularity in repeated reasoning.

6.MP.1

Make sense of problems and persevere in solving them.

6.MP.2

Reason abstractly and quantitatively.

6.MP.3

Construct viable arguments and critique the reasoning of others.

6.MP.5

Use appropriate tools strategically.

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
0545201039	Scholastic Success With Reading Tests: Grade 3
3.RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
3.RF.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID	Alignment Text
3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.6	Distinguish their own point of view from that of the author of a text.
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

0545201039

Scholastic Success With Reading Tests: Grade 3

Alignment ID

Alignment Text

3.L.4.b

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

3.L.4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

3.L.5.a

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

3.L.5.b

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID	Alignment Text
0545201101	Scholastic Success With Reading Tests: Grade 4
4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
4.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

4.RI.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

4.RI.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8

Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Success With Workbooks State Standards

0545201101

Scholastic Success With Reading Tests: Grade 4

Alignment ID

Alignment Text

4.RI.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.L.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

4.L.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

4.L.5.c

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4.L.4.a

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

4.L.5.a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

4.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
5.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e. g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Success With Workbooks State Standards

0545201098

Scholastic Success With Reading Tests: Grade 5

Alignment ID	Alignment Text
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
5.W.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
5.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
5.L.5.a	Interpret figurative language, including similes and metaphors, in context.
5.L.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.L.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

5.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
6.L.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
6.L.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.L.5.a	Interpret figures of speech (e.g., personification) in context.
6.L.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6-8.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources.
6-8.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
6-8.RH.3	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
6-8.RH.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
6-8.RH.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
6-8.RH.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6-8.RH.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
6-8.RH.8	Distinguish among fact, opinion, and reasoned judgment in a text.
6-8.RH.9	Analyze the relationship between a primary and secondary source on the same topic.
6-8.RST.1	Cite specific textual evidence to support analysis of science and technical texts.
6-8.RST.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID	Alignment Text
6-8.RST.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6-8.RST.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
6-8.RST.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6-8.RST.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
6-8.RST.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
6-8.RST.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
6-8.RST.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6-8.WHST.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.L.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
6.L.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Success With Workbooks State Standards

054520108X

Scholastic Success With Reading Tests: Grade 6

Alignment ID

Alignment Text

6.L.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Success With Workbooks State Standards

0545201071

Scholastic Success With Grammar: Grade 1

Alignment ID	Alignment Text
0545201071	Scholastic Success With Grammar: Grade 1
1.L.2.b	Use end punctuation for sentences.
1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.1.b	Use common, proper, and possessive nouns.
1.L.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.L.1.d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
1.L.1.f	Use frequently occurring adjectives.
1.L.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1.L.1.h	Use determiners (e.g., articles, demonstratives).
1.L.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
1.L.1.e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.L.5.d

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.RF.1.a

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

1.L.2.a

Capitalize dates and names of people.

Success With Workbooks State Standards

0545201063

Scholastic Success With Grammar: Grade 2

Alignment ID	Alignment Text
0545201063	Scholastic Success With Grammar: Grade 2
2.L.2.a	Capitalize holidays, product names, and geographic names.
2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2.L.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Success With Workbooks State Standards

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

Alignment ID	Alignment Text
0545201055	Scholastic Success With Grammar: Grade 3
3.L.1.b	Form and use regular and irregular plural nouns.
3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.
3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.L.1.i	Produce simple, compound, and complex sentences.
3.L.2.d	Form and use possessives.
3.L.2.b	Use commas in addresses.
3.L.2.c	Use commas and quotation marks in dialogue.
3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.1.d	Form and use regular and irregular verbs.
3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
4.L.1.c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4.L.1.b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
4.L.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
4.L.1.e	Form and use prepositional phrases.
4.L.2.b	Use commas and quotation marks to mark direct speech and quotations from a text.
4.L.1.a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Success With Workbooks State Standards

0545201020

Scholastic Success With Grammar: Grade 5

Alignment ID	Alignment Text
0545201020	Scholastic Success With Grammar: Grade 5
5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.L.1.d	Recognize and correct inappropriate shifts in verb tense.
5.L.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
5.L.1.c	Use verb tense to convey various times, sequences, states, and conditions.
5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.L.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.L.2.a	Use punctuation to separate items in a series.
5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
5.L.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

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.L.1.a

Print many upper- and lowercase letters.

1.L.1.a

Print all upper- and lowercase letters.

W.1.9.a

Prints many uppercase and lowercase letters.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
0545200857	Scholastic Success With Numbers & Concepts
2.2	Children develop knowledge of geometric principles and spatial sense by: Classifying shapes
2.I.1	Recognizes simple shapes.
2.I.3	Describes, compares and names common shapes, their parts and attributes (circle, square, triangle, round, three sides, etc.).
2.I.5	Ensures there are numerous blocks of various shapes and sizes, and encourages children to identify shapes, sizes and to make comparisons.
2.I.6	Provides materials and opportunities for children to play with and create designs with pattern blocks, to paint and cut shapes in their artwork, to arrange blocks on the storage shelves by sorting and encourages identifications of shapes in their indoor and outdoor environments.
G.1.2	Correctly names basic shapes regardless of size and orientation.
G.1.3	Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.
G.1.1	Correctly names shapes regardless of their orientations or overall size.
G.2.1	Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
CC.4.2	Compares two numbers between 1 and 10 presented as written numerals.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID	Alignment Text
1.I.1	Counts up to ten.
CC.1.1	Counts to 100 by ones and by 10's.
CC.1.2	Counts forward beginning from a given number within the known sequence (instead of having to begin at one).
K.MP.7	Look for and make use of structure.
K.MP.8	Look for and express regularity in repeated reasoning.
3.1	Children develop knowledge of patterns and measurement by: Recognizing and creating patterns
3.2	Children develop knowledge of patterns and measurement by: Duplicating and extending simple patterns
3.I.1	Recognizes, duplicates and extends simple patterns using a variety of materials.
3.I.8	Encourages children to "guess" or "predict" what will come next in a pattern or sequence of events.
OA.2.2	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.
1.I.4	Uses words such as more than and less than to express some number concepts.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

CC.4.1

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects).

MD.1.2

Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter.

K.MP.2

Reason abstractly and quantitatively.

1.1

Children develop an awareness of numerals by: Counting, grouping and matching

1.I.9

Supportive Learning Environments Include Mathematics materials for sorting and counting, available and easily accessible to the children throughout the day.

3.I.6

Talks with children about quantity, comparisons and time as they play and interact with materials throughout the day.

CC.3.1

When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.

CC.3.3

Accurately counts as many as five objects in a scattered configuration.

CC.3.4

Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five.

CC.3.5

Understands that the last number said represents the number of objects in a set.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

CC.5.1

Associates a number of objects with a written numeral 0–5.

CC.3.1.a

When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

CC.3.1.b

Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

CC.3.1.c

Understands that each successive number name refers to a quantity that is one larger.

CC.3.2

Counts to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects.

OA.1.1

Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.)

MD.2.1

Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)

1.I.11

Supportive Learning Environments Include Pictures, posters and signage that include numbers and number words (clocks, timers, measuring cups, scales, number lines, calendars, etc.).

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
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RI.2	Identify the main topic and retell key details of a text.
1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.
1.L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.L.5.b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1.L.5.c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
1.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.L.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
2.L.3.a	Compare formal and informal uses of English.
2.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.

Success With Workbooks State Standards

0545200830

Scholastic Success With Reading Comprehension: Grade 2

Alignment ID

Alignment Text

2.RL.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

2.RL.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2.RL.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RL.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

2.RL.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.

Success With Workbooks State Standards

0545200822

Scholastic Success With Reading Comprehension: Grade 3

Alignment ID

Alignment Text

3.L.5.b

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.RI.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RF.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

3.RL.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3.RL.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

Alignment ID	Alignment Text
0545200814	Scholastic Success With Reading Comprehension: Grade 4
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
4.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.L.4.a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

4.W.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.RI.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RI.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.L.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.L.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

5.RI.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID	Alignment Text
0545200792	Scholastic Success With Writing: Grade 1
1.L.2.a	Capitalize dates and names of people.
1.L.2.b	Use end punctuation for sentences.
1.RF.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
1.L.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.SL.6	Produce complete sentences when appropriate to task and situation.
1.L.1.f	Use frequently occurring adjectives.
1.L.1.h	Use determiners (e.g., articles, demonstratives).
1.L.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

1.RI.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

1.W.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID	Alignment Text
0545200784	Scholastic Success With Writing: Grade 2
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2.L.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.L.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2.L.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Success With Workbooks State Standards

0545200784

Scholastic Success With Writing: Grade 2

Alignment ID

Alignment Text

2.W.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Success With Workbooks State Standards

0545200776

Scholastic Success With Writing: Grade 3

Alignment ID	Alignment Text
0545200776	Scholastic Success With Writing: Grade 3
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.L.1.i	Produce simple, compound, and complex sentences.
3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.W.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.L.2.c	Use commas and quotation marks in dialogue.
3.W.2.b	Develop the topic with facts, definitions, and details.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID	Alignment Text
0545200768	Scholastic Success With Writing: Grade 4
4.L.2.a	Use correct capitalization.
4.L.2.c	Use a comma before a coordinating conjunction in a compound sentence.
4.L.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
4.W.1.b	Provide reasons that are supported by facts and details.
4.W.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4.W.1.d	Provide a concluding statement or section related to the opinion presented.
4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.W.2.c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.

Success With Workbooks State Standards

0545200768

Scholastic Success With Writing: Grade 4

Alignment ID

Alignment Text

4.W.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

4.L.1.d

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

4.L.1.b

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

4.L.1.c

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

4.L.3.a

Choose words and phrases to convey ideas precisely.

4.L.3.b

Choose punctuation for effect.

4.L.5.a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

4.W.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

4.W.3.b

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

4.W.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

4.L.2.b

Use commas and quotation marks to mark direct speech and quotations from a text.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
054520075X	Scholastic Success With Writing: Grade 5
5.W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
5.L.2.a	Use punctuation to separate items in a series.
5.L.2.b	Use a comma to separate an introductory element from the rest of the sentence.
5.L.2.c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
5.L.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
5.W.2.e	Provide a concluding statement or section related to the information or explanation presented.
5.W.3.e	Provide a conclusion that follows from the narrated experiences or events.
5.W.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
5.W.1.b	Provide logically ordered reasons that are supported by facts and details.

Success With Workbooks State Standards

054520075X

Scholastic Success With Writing: Grade 5

Alignment ID	Alignment Text
5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
5.W.1.d	Provide a concluding statement or section related to the opinion presented.
5.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5.W.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.L.5.a	Interpret figurative language, including similes and metaphors, in context.

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.L.1.a

Print many upper- and lowercase letters.

1.L.1.a

Print all upper- and lowercase letters.

W.1.9.a

Prints many uppercase and lowercase letters.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

K.RF.3.c

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

K.RF.3.d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

5.I.4

Recognizes or “reads” several words.

PAK.1.3

Begins to point to one-syllable words while reading simple, memorized texts.