

Success With Workbooks State Standards

0545200946**Scholastic Success With Alphabet**

Alignment ID

Alignment Text

0545200946**Scholastic Success With Alphabet**

RF.3.d

Distinguish between letters and words that are the same or different.

W.5.c

Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.

L.2.a

Recognize that there are upper and lower case letters.

RF.3.a

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

0545200938**Scholastic Success With Basic Concepts**

Alignment ID	Alignment Text
0545200938	Scholastic Success With Basic Concepts
G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
G.6	Compose simple shapes to form larger shapes.
OA.2.a	Solve an addition problem by combining (adding) two or more sets of objects to find out how many in all (within five).
OA.2.b	Solve a subtraction problem by removing (subtracting) objects from a set of up to five objects.
CC.7	Compare two numbers between 1 and 10 presented as written numerals.
CC.4.b	Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding).
MD.1.a	Organize data to make simple graphs using words: same, more, less.
CC.6	Identify 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).
OA.6	Begin to duplicate and extend simple patterns (e.g., ababab).
RL.3	Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).

Success With Workbooks State Standards

0545200938

Scholastic Success With Basic Concepts

Alignment ID

Alignment Text

G.4

Analyze and compare 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).

L.2.c

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

RF.3.d

Distinguish between letters and words that are the same or different.

W.5.c

Start to produce writing that is legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.

L.2.a

Recognize that there are upper and lower case letters.

RF.3.a

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

RF.2.e

With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).

L.2.d

With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).

Success With Workbooks State Standards

054520092X

Scholastic Success With Beginning Vocabulary

Alignment ID	Alignment Text
054520092X	Scholastic Success With Beginning Vocabulary
RF.2.c	Identify words by syllables, beginning sounds, or individual sounds.
L.2.d	With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).
RL.3	Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).
RI.2.b	Retell some details of a text in an appropriate sequence.
RI.4	With guidance and support, connect new vocabulary in a text with known words or experiences.
L.4.a	With prompting and support, connect new vocabulary with known words and experiences.
RF.1.e	Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).
L.4.b	With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.
RF.3.c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Success With Workbooks State Standards

0545201144**Scholastic Success With Consonants**

Alignment ID

Alignment Text

0545201144**Scholastic Success With Consonants**

L.2.d

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Success With Workbooks State Standards

0545201136**Scholastic Success With Vowels**

Alignment ID

Alignment Text

0545201136**Scholastic Success With Vowels**

RF.2.e

With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).

L.2.d

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

1.OA.6.b

By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.OA.8.c

Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

3.OA.7.b

By the end of Grade 3, know from memory all products of two one-digit numbers.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

4.OA.3.b

Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

5.G.1.a

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the zero on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

5.G.1.b

Using quadrant one on the coordinate plane, understand that the first number in a coordinate pair indicates how far to travel from the origin in the direction of the horizontal axis, and the second number indicates how far to travel in the direction of the vertical axis, with the convention that the names of the two axes and the coordinates correspond (x-axis and x-coordinate, y-axis and y-coordinate).

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.G.1.a

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the zero on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

5.G.1.b

Using quadrant one on the coordinate plane, understand that the first number in a coordinate pair indicates how far to travel from the origin in the direction of the horizontal axis, and the second number indicates how far to travel in the direction of the vertical axis, with the convention that the names of the two axes and the coordinates correspond (x-axis and x-coordinate, y-axis and y-coordinate).

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.NS.2.a

Fluently divide multi-digit decimals using the standard algorithm, limited to a whole number dividend with a decimal divisor or a decimal dividend with a whole number divisor.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.1.1.k

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.2.1.i	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).
ELA-Literacy.L.2.1.h	Use adjectives and adverbs, and choose between them depending on what is to be modified.
ELA-Literacy.L.2.1.g	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.3.1.h

Ensure subject-verb and pronoun-antecedent agreement.

ELA-Literacy.L.3.1.k

Produce simple, compound, and complex sentences.

ELA-Literacy.L.3.1.c

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.4.1.h

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

ELA-Literacy.L.4.1.g

Form and use prepositional phrases.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.5.1.e

Recognize and correct inappropriate shifts in verb tense.

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.OA.6.a

Use strategies such as counting on; making ten (for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (for example, $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (for example, knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.6.b

By the end of Grade 1, demonstrate fluency for addition and subtraction within 10.

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
ELA-Literacy.L.2.1.c	Understand that cursive is different from manuscript.
ELA-Literacy.RL.3.10	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. Recognize and begin to read documents written in cursive.
ELA-Literacy.RI.3.10	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. Recognize and begin to read documents written in cursive.
ELA-Literacy.L.3.1.a	Independently and legibly write all upper- and lowercase cursive letters.
ELA-Literacy.L.3.1.b	Produce grade-appropriate text using legible cursive writing.
ELA-Literacy.RL.4.10	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. Continue to develop fluency when reading documents written in cursive.
ELA-Literacy.RI.4.10	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. Continue to develop fluency when reading documents written in cursive.
ELA-Literacy.L.4.1.a	Fluently, independently, and legibly write all upper- and lowercase cursive letters.
ELA-Literacy.L.4.1.b	Produce grade-appropriate text using legible cursive writing.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

3.OA.7.b

By the end of Grade 3, know from memory all products of two one-digit numbers.

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.OA.7.b

By the end of Grade 3, know from memory all products of two one-digit numbers.

Success With Workbooks State Standards

0545200857

Scholastic Success With Numbers & Concepts

Alignment ID

Alignment Text

0545200857

Scholastic Success With Numbers & Concepts

G.5	Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.).
CC.1	Count to 100 by ones and by tens.
CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
CC.4.c	Understand that each successive number name refers to a quantity that is one larger.
OA.6	Begin to duplicate and extend simple patterns (e.g., ababab).
MD.1.a	Organize data to make simple graphs using words: same, more, less.
CC.6	Identify 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).
CC.4.b	Develop ability to respond to the question “how many” after counting the objects in a set (beginning cardinality understanding).
CC.7	Recognize the difference between letters, numbers, and other symbols.

Success With Workbooks State Standards

0545200792

Scholastic Success With Writing: Grade 1

Alignment ID

Alignment Text

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

ELA-Literacy.L.1.1.a	Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
ELA-Literacy.L.1.1.k	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ELA-Literacy.L.1.1.g	Use frequently occurring adjectives.
ELA-Literacy.L.1.1.i	Use determiners (e.g., articles, demonstratives).

Success With Workbooks State Standards

0545200784**Scholastic Success With Writing: Grade 2**

Alignment ID

Alignment Text

0545200784**Scholastic Success With Writing: Grade 2**

ELA-Literacy.L.2.1.h

Use adjectives and adverbs, and choose between them depending on what is to be modified.

ELA-Literacy.L.2.1.i

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).

ELA-Literacy.L.2.1.g

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.3.1.k

Produce simple, compound, and complex sentences.

ELA-Literacy.L.3.1.c

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Success With Workbooks State Standards

0545200768**Scholastic Success With Writing: Grade 4**

Alignment ID

Alignment Text

0545200768**Scholastic Success With Writing: Grade 4**

ELA-Literacy.L.4.1.h Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

ELA-Literacy.L.4.1.e Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Success With Workbooks State Standards

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

Alignment ID

Alignment Text

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

ELA-Literacy.L.5.1.b

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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
ELA-Literacy.L.2.1.c	Understand that cursive is different from manuscript.
ELA-Literacy.RL.3.10	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. Recognize and begin to read documents written in cursive.
ELA-Literacy.RI.3.10	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. Recognize and begin to read documents written in cursive.
ELA-Literacy.L.3.1.a	Independently and legibly write all upper- and lowercase cursive letters.
ELA-Literacy.L.3.1.b	Produce grade-appropriate text using legible cursive writing.
ELA-Literacy.RL.4.10	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. Continue to develop fluency when reading documents written in cursive.
ELA-Literacy.RI.4.10	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. Continue to develop fluency when reading documents written in cursive.
ELA-Literacy.L.4.1.a	Fluently, independently, and legibly write all upper- and lowercase cursive letters.
ELA-Literacy.L.4.1.b	Produce grade-appropriate text using legible cursive writing.

Success With Workbooks State Standards

0545201128**Scholastic Success With Sight Words**

Alignment ID

Alignment Text

0545201128**Scholastic Success With Sight Words**

L.4.b

With prompting and support, use some known inflections and suffixes with familiar words (e.g., -ed, -s, re-, un-, pre-, -ful, -less).